

# Maestros - English

## Course syllabus- Level A2+ Maestros

(plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - A2+ MAESTROS

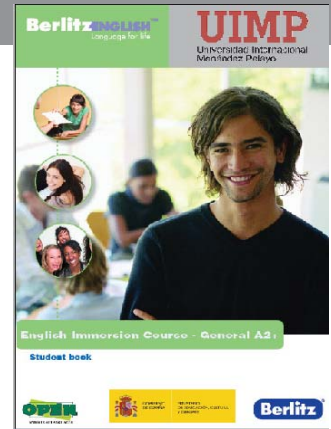
### Level: A2+

### Duration: 40 hours (class time)

- including two sessions of One-to-One per day

### Student profile:

Aimed at maestros with an A2+ level who need to improve their oral fluency and comprehension in a number of distinct topics from the professional, social, and cultural world.



### Course Objectives: - **GROUP SESSIONS**

- To improve oral fluency and comprehension while acquiring such communication skills as debating, discussing, presenting, and reasoning in English.
- To consolidate existing and acquire and assimilate new vocabulary through oral practice. To enable students to use newly acquired language in an active way.
- To reinforce grammatical structures within their level through oral practice and communication.
- To provide the students with the required confidence to overcome their inhibitions with the English language, and freely communicate without apprehension.
- To learn about certain cultural, social, and professional practices in English speaking countries.
- To learn language elements commonly used by student peers in English speaking countries of a similar level.

### - **ONE TO ONE SESSIONS**

- Presenting language or concepts to students in an interactive way.
- Encouraging practice through activities.
- Learning positive correction techniques.

### Topics:

Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and moving countries, Entertainment.

### Grammatical content:

Question Tags, ordinal numbers, past simple tense, used to.  
Adverbs of frequency, too/either, present perfect tense, modal verbs.  
Future tenses, prefer vs. rather, first and second conditionals, reflexive pronouns, in vs. on, Make vs. Do, passive voice, basic phrasal verbs.

### Methodology:

The methodology used is the communicative approach with a very strong emphasis on total participation. Students will be encouraged to actively participate at all stages of the course to maximize their oral use of the language.  
New language and structures are taught through elicitation and the use of the language in context. Students are then helped to assimilate these new elements through natural practice (both teacher led and free practice activities).

# Maestros A2+ - Day 1 - Monday

08.30 - 09.00: Breakfast

09:00-10:30

Level testing:

Teachers use prepared questions and test approx. 5 students each. While oral tests are being conducted, students are completing a written test. Students are graded numerically, with these provisional grades noted. \*After class on Monday, teachers will review level grades with students' performance in class. Any changes will be entered in the Amended level evaluation" form.

10:30-11:30

Ice-breaker games (in groups)

Getting to know one another: Students work in pairs to obtain information about each other (10 min)

Presentations: Each student must present their partner to the rest of the group.

11:30-11:45

Break

11.45 - 14.15:

Presentations:

<b>Topics:</b>	Types of presentations Audience awareness - Rapport Language of presentations - Openings and outlines Language of presentations - transitions and main body Preparing, using and explaining visuals
<b>Objectives:</b>	Understanding your audience Building rapport and involving participants Putting into practice the language of presentations
<b>Grammar:</b>	Talking about types of visual aids and describing them Question tags

14.15 - 15.30:

Lunch with teachers

15.30 - 16.30:

Student presentations (30 mins to prepare 3-minute presentation)

Subjects appropriate for students' level  
Each student receives feedback from both peers and teacher.

16.30 - 18.00:

Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

18.00 - 18.30:

Break

18.30 - 20.30:

**Group activity:**

20.30 - 21.30:

Dinner with teachers

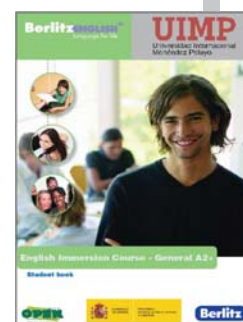
21.30: 23.00:

**Group activity**

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Introduction

15.30 - 17.45: 1 to 1 session 2: Demo classing

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# Maestros A2+ - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education

**Topics:** **Homework check and review**  
 Comparing education systems  
 Discussing what we study and why  
 Qualifications  
 Teacher student relations - discipline and respect

**Objectives:**  
 The value of education  
 Comparing education systems  
 Talking about the subjects we study and why  
 Explaining qualifications  
 Discussing the student-teacher relation in terms of respect and discipline

**Grammar:**  
 Debating the value of education  
 Past tense review  
 The passive voice present and past

11.30-11:45 Break

11.45 - 14.15: Traditions and Culture

**Topics:** Describing people - physical and character descriptions  
 Stereotypes - changing opinions  
 Customs and traditions

**Objectives:**  
 The generation gap - changes over time  
 Colloquial language in use  
 Talking about cultural differences  
 Discussing the importance of traditions

**Grammar:**  
 Talking about how culture has changed over time  
 Adverbs of frequency  
 Comparisons  
 Too / Either / Neither

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Cyber Age

**Topics:** The influence of the internet  
 Social networking  
 The dangers of the internet  
 Illegal downloads

**Objectives:**  
 Discussing the internet  
 Talking about social networking  
 Talking about the dangers of using the internet  
 Debating the correct use of downloading material

**Grammar:**  
 Present perfect tense  
 Phrasal verb "to look +"

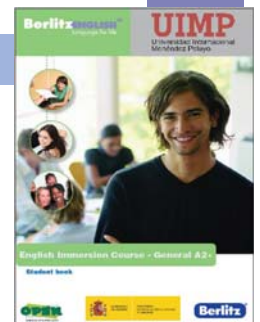
Presentation Practice

18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Internationalization  
 Teaching techniques - Concept

15.30 - 17:45:  
 Demo  
 1 to 1 session 2:



# Maestros A2+ - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: **The World of Work**

**Topics:** **Homework check and review**  
 Professions  
 Dream jobs vs. Realistic jobs  
 Where to look for jobs and how to apply  
 Preparing your CV in English

**Objectives:** Discussing the characteristics required for different professions  
 Debating what makes the ideal job  
 Talking about ways of applying for jobs  
 Learning how to prepare a good CV

**Grammar:** Modal verbs  
 Phrasal verb "to turn +"

11.30-11.45 **Break**

11.45 - 14.15: **Going Abroad**

**Topics:** Travel - planning, booking and packing  
 What to do if you get sick  
 Moving abroad for a long time - tips and advice  
 Finding accommodation - for the short and long-term

**Objectives:** Discussing what is necessary when planning a trip  
 Talking about what to do if you get ill abroad  
 Talking about what is required when moving abroad for a long period of time.

**Grammar:** Discussing how to look for accommodation abroad  
 Future tenses  
 Phrasal verb "to get +"

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **Entertainment**

**Topics:** Types of TV programmes  
 The influence of TV and film  
 Censorship  
 Reading - is this the end?

**Objectives:** Discussing the different types of TV programmes available  
 Debating to what extent, if any, TV and film influence society  
 Talking about the use of censorship  
 Debating the future of printed material

**Grammar:** Prefer vs. Rather  
 Reported speech  
 Phrasal verb "to take +"

Presentation Practice

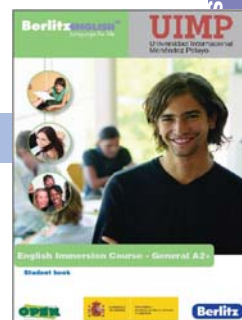
18.00 - 18.30: **Break**

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1 :  
 Teaching techniques - Free speaking  
 activities

15.30 - 17.45:  
 1 to 1 session 2: Derrb

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# Maestros A2+ - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews

**Topics:** **Homework check and review**  
 How to prepare an interview  
 Typical questions  
 Mock interviews

**Objectives:** Equal opportunities  
 Practicing typical interview questions  
 Role-playing interview dialogues  
 Debating the whether equal opportunities really exist

**Grammar:** First Conditional  
 Second Conditional  
 Reflexive Pronouns

11.30-11:45 Break

11.45 - 14.15: Leisure and Socialising

**Topics:** Having a social life  
 Different types of celebrations, different ways to celebrate  
 Free time

**Objectives:** Talking about what you do in your free time  
 Discussing celebrations at home and abroad  
 Talking about how people can celebrate

**Grammar:** In vs. On  
 Reported Speech  
 Phrasal verb "to go +"

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Environment

**Topics:** **Homework check and review**  
 Current environment issues  
 What can I do to help?  
 Animals in danger of extinction  
 Natural disasters

**Objectives:** Discussing current environmental problems  
 Talking about ways of helping the environment  
 Debating whether all animals should be saved  
 Discussing different types of natural disasters

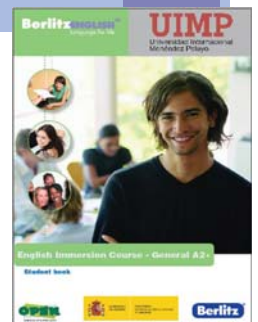
**Grammar:** Passive Voice  
 Phrasal verb "to put +"

18.00 - 18.30: Break

**18.30 - 20.30:**  
**20.30 - 21.30:** **Group activity:**  
**21.30: 23.00:** Dinner with teachers  
**Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Correction  
 Techniques

15.30 - 17.45:  
 1 to 1 session 2:  
 Reading



# Maestros A2+ - Day 5 - Friday

08.30 - 09.00: Breakfast

09.00 - 11.30: Student presentations

Students, in their groups perform the presentations they have been working on as an on-going homework activity.

They will receive feedback from both teacher and classmates.

11.30-11.45 Break

11.45 - 14.15: Technology and the Future

- |                    |  |
|--------------------|--|
| <b>Topics:</b>     | Gadgets - can you live without yours?<br>You're the inventor!<br>Video games - debate and alternatives<br>Predictions for the future |
| <b>Objectives:</b> | Talking about how useful gadgets are<br>Coming up with a new invention<br>Debating the influence of video games                      |
| <b>Grammar:</b>    | Talking about what future inventions might be like in the future<br>Imperatives<br>Still / Yet / Already / Anymore                   |

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: FINAL EXAM AND EVALUTATIONS and Review

**Students do the final exam, fill out the evaluations, and review what they have seen during the week through revision exercises.**

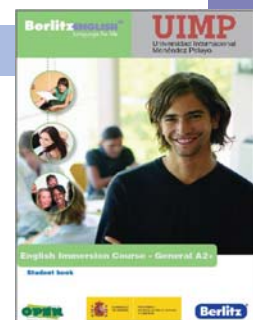
**7 stage activity spread to review and consolidate the language seen over the duration of the course.**

18.00 Finish

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Demo Class - reading

15.30 - 17.45: 1 to 1 session 2: Feedback/Review

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# Maestros - English

## Course syllabus - Level I1 Maestros

(plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - I1 MAESTROS

### Level: I1

### Duration: 40 hours (class time)

- including two sessions of One-to-One per day

### Student profile:

Aimed at maestros with an I1 level and a solid language base who need to improve their oral fluency and comprehension in a number of distinct topics from the professional, social, and cultural world.

### Course Objectives: - GROUP LESSONS

- To improve oral fluency and comprehension within the level.
- To acquire and improve on such communication skills as debating, discussing, and reasoning in English.
- To consolidate and reinforce existing vocabulary and structures through practical application of the language with a focus on participative communication.
- To acquire and assimilate new vocabulary through oral practice to allow students to use newly acquired language in an active way.
- To provide the students with the required confidence to overcome their inhibitions with the English language, and freely communicate without apprehension.
- To learn about certain cultural, social, and professional practices in English speaking countries.
- To learn language elements commonly used by student peers in English speaking countries.

### - ONE TO ONE SESSIONS

- Presenting language or concepts to students in an interactive way.
- Encouraging practice through activities.
- Learning positive correction techniques.

### Topics:

Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and Relocating, Entertainment.

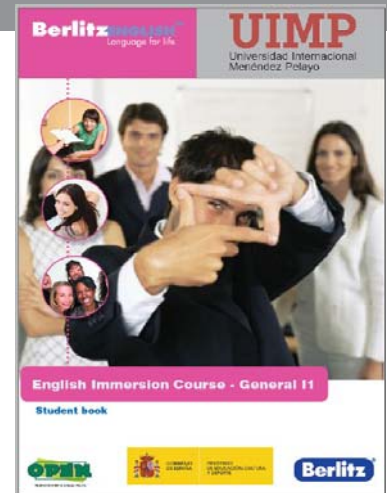
### Grammatical content:

Present tense question forms, past tense review, passive voice, verbs of perception, 'used to', perfect tense review, adjectives + prepositions, present and past unreal conditionals, comparatives and superlatives, conjunctions, modal verbs, explaining purpose, phrasal verbs

### Methodology:

The methodology used is the communicative approach with a very strong emphasis on total participation. Students will be encouraged to actively participate at all stages of the course to maximize their oral use of the language.

New language and structures are taught through elicitation and the use of the language in context. Students are then helped to assimilate these new elements through natural practice (both teacher led and free practice activities).



presenting,

# Maestros I1 - Day 1 - Monday

08.30 - 09.00: Breakfast

09:00-10:30 Level testing:

Teachers use prepared questions and test approx. 5 students each. While oral tests are being conducted, students are completing a written test. Students are graded numerically, with these provisional grades noted. \*After class on Monday, teachers will review level grades with students 'performance in class. Any changes will be entered in the Amended level evaluation" form.

10:30-11:30 Ice-breaker games (in groups)

Getting to know one another: Students work in pairs to obtain information about each other (10 min)  
Presentations: Each student must present their partner to the rest of the group.

11:30-11:45 Break

11.45 - 14.15: Presentations:

<b>Topics:</b>	Types of presentations Audience awareness - Rapport Language of presentations - Openings and outlines Language of presentations - transitions and main body Preparing, using and explaining visuals
<b>Objectives:</b>	Understanding your audience Building rapport and involving participants Putting into practice the language of presentations
<b>Grammar:</b>	Talking about types of visual aids and describing them Question tags

14.15 - 15.30: Lunch with teachers

15.30 - 16.30: Student presentations (30 mins to prepare 3-minute presentation)

Subjects appropriate for students 'level  
Each student receives feedback from both peers and teacher.

16.30 - 18.00: Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

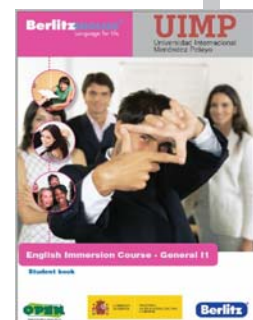
18.00 - 18.30: Break

<b>18.30 - 20.30:</b>	<b>Group activity:</b>
<b>20.30 - 21.30:</b>	Dinner with teachers
<b>21.30: 23.00:</b>	<b>Group activity</b>

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Introduction

15.30 - 17.45: 1 to 1 session 2: Demo classing

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# Maestros I1 - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education

**Topics:** **Homework check and review**  
 Comparing education systems  
 Discussing what we study and why  
 Qualifications  
 Teacher student relations - discipline and respect

**Objectives:**  
 The value of education  
 Comparing education systems  
 Talking about the subjects we study and why  
 Explaining qualifications  
 Discussing the student-teacher relation in terms of respect and discipline

**Grammar -**  
 Debating the value of education  
 Past tense review  
 The passive voice present and past

11.30-11:45 Break

11.45 - 14.15: Culture and Stereotypes

**Topics:** Stereotypes - changing opinions  
 Where do stereotypes come from?  
 What makes a culture?  
 Customs and traditions Changes  
 in habits and customs Cultural  
 influence over language

**Objectives:**  
 Discussing stereotypes and where they come from.  
 Talking about changing perceptions of 'foreigners'  
 Describing customs and traditions in Spain  
 Describing and understanding customs in other cultures and individuals  
 Discussing how habits have changed through the generations  
 Discussing traditions and customs and their influence on English Talking  
 about the way language has evolved

**Grammar:**  
 Verbs of perception 'seem, sound, looks'  
 'Used to' - Habits in the past

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Cyber Age

**Topics:** Changes in and the evolution of communication  
 The internet and how we use it  
 Are you connected - social networking  
 Problems that can arise from social networking & internet dangers  
 Downloading media content

**Objectives:**  
 Discussing communication, how it has developed and how we use it  
 Discussing the Internet, what we use it for  
 Talking about social networking, how we use it and problems  
 Talking about dangers of the internet  
 Debating the illegal downloading of music, film, and other files.

**Grammar:**  
 Present perfect vs. present perfect progressive  
 Recommendation and obligation

Presentation Practice

18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Concept  
 Internalization

15.30 - 17:45:  
 1 to 1 session 2:  
 Demo



# Maestros I1 - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: The World of Work

**Topics:** **Homework check and review**  
Jobs - the requirements and conditions of a job  
Jobs and what they entail  
Where to look and how to apply  
Application forms and cover letters  
Preparing your CV

**Objectives:** Discrimination in the hiring process  
Describing and discussing job conditions  
Talking about dream jobs... and some not so 'dreamy' professions.  
Discussing job applications - where to find listings and how to apply  
Discussing cover letters and application forms  
Talking about CVs, what should be on them, how to order information  
Talking about discrimination in the workplace

**Grammar -** Adjectives and prepositions  
Phrasal verbs with "to get +"

11.30-11.45 Break

11.45 - 14.15: Travelling

**Topics:** Travel - travel habits  
Booking - transport and accommodation  
Common (and non common) problems on a trip  
I'm not well - medical problems when abroad  
Important information for moving to Spain or abroad  
Food - strange dishes

**Objectives:** Talking about booking a trip, potential problems, tips and advice  
Discussing dangerous locations  
Explaining a medical problem, seeking assistance  
Finding a place to stay for both the long and short term  
Discussing things to take into account when renting  
Talking about the things needed to establish oneself in a foreign country

**Grammar:** Present unreal conditional  
To 'get/be used to something'

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Cyber Age

**Topics:** TV and film - genres  
The influence of film, television and music over society  
Censorship - should all media be censored  
Reality shows - why do we enjoy them?  
Pop stars - manufactured music

**Objectives:** Literature - Do books have a future?  
Describing films and TV show, genre, common adjectives  
Talking about the influence of TV and film over us  
Discussing censorship, its importance, and level  
Talking about the news and whether it should be censored  
Debating the creation of fabricated bands/stars and genuine musicians

**Grammar:** Debating whether the printed word has a future  
Phrasal verbs with "to look +" and "to let +"

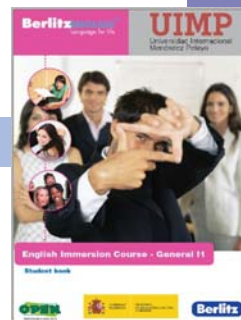
18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1 :  
Teaching techniques - Free speaking activities

15.30 - 17:45:  
1 to 1 session 2:  
Demo

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# Maestros I1 - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews

**Topics:** Homework check and review  
Preparing for the interview - research and dress  
Arrival and introduction  
Skills

**Objectives:** Interview questions - interview practice  
Researching a company, what information to look for  
Discussing how to dress for an interview, how to make a good impression  
Talking about how to introduce yourself and use the right level of language  
Practicing talking about yourself - background, skills etc

**Grammar -** Practicing answering & asking typical and non typical interview questions.  
Conjunctions - Provided that/as long as, in spite of/despite  
Past modals

11.30 - 11.45: Break

11.45 - 14.15: Leisure and Socialising

**Topics:** Going out  
Problems when out with friends  
Parties and celebrations  
Alternatives to going out  
Adventure/unusual sports

**Objectives:** Talking about going out - the language of inviting, accepting, and declining  
Discussing problems when going out  
Discussing parties and different kinds of celebrations  
Talking about free time activities with friends  
Talking about free time activities, sports, and outdoor activities

**Grammar:** Discussing and describing adventure sports  
Phrasal verbs with "to turn +"

**Presentation workshop:** So and Such  
Final preparation

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Environment

**Topics:** Homework check and review  
Modern environmental issues The Great Pacific Garbage patch The three 'Rs'.  
Endangered animals  
Human impact on animal species  
Back from the future

**Objectives:** Discussing environmental issues  
Talking about plastic waste  
Talking about how we can help through recycling  
Discussing how our impact on the environment is endangering animals  
Debating why only certain animals are used as symbols

**Grammar:** Describing what we think about the future of our planet  
'Explaining purpose 'To', 'For', 'So that'  
Passive voice - future

18.00 - 18.30: Break

18.30 - 20.30: **Group activity:**  
20.30 - 21.30: Dinner with teachers  
21.30: 23.00: **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
Teaching techniques - Correction

15.30 - 17.45:  
1 to 1 session 2:  
Reading



# Maestros I1 - Day 5 - Friday

08.30 - 09.00: Breakfast

15.30 - 18.00: Student presentations

**Students, in their groups perform the presentations they have been working on as an on-going homework activity.**

**They will receive feedback from both teacher and classmates**

11:30-11:45 Break

11.45 - 14.15: Technology and the Future

<b>Topics:</b>	The most important inventions in the modern world Life without important inventions The gadget we use Video games
<b>Objectives:</b>	What the future holds Describing gadgets and what they do Creating a gadget / invention and selling it Discussing inventions, ordering, debating Talking about video games and games industry Deciding if video games can be considered art and discussing their influence over children
<b>Grammar:</b>	Talking about what the future might hold in terms of technology Past unreal conditional, mixed conditionals Prepositions of movement

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: FINAL EXAM AND EVALUTATIONS and Review

**Students do the final exam, fill out the evaluations, and review what they have seen during the week through revision exercises.**

18.00 Finish

11.45 - 14.00: 1 to 1 session 1:  
Teaching techniques - Demo Class -  
reading

15.30 - 17.45:  
1 to 1 session 2:  
Feedback/Review

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# Maestros - English

## Course syllabus - Level I2 Maestros

(plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - I2 MAESTROS

### Level: I2

### Duration: 40 hours (class time)

- including two sessions of One-to-One per day

### Student profile:

Aimed at maestros with an I2 level and thus a good understanding of the language who need to improve their oral fluency and comprehension in a number of distinct topics from the professional, social, and cultural world.

### Course Objectives: - GROUP SESSIONS

- To improve oral fluency and comprehension and convert passive language knowledge to active ability.
- To improve on such essential communication skills as debating, discussing, presenting, and reasoning in English.
- To acquire and reinforce existing vocabulary and structures through practical applications of the English language with a focus on structures through practical.
- To acquire and assimilate new vocabulary through oral practice to allow students to use newly acquired language in an active way.
- To provide the students with the required confidence to overcome their inhibitions with the English language, and freely communicate without apprehension.
- To learn about certain cultural, social, and professional practices in English speaking countries.
- To learn language elements commonly used by student peers in English speaking countries.

### - ONE TO ONE SESSIONS

- Presenting language or concepts to students in an interactive way.
- Encouraging practice through activities.
- Learning positive correction techniques.

### Topics:

Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and Relocating, Entertainment.

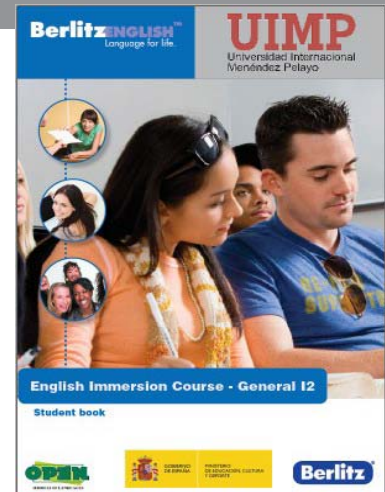
### Grammatical content:

So vs. Such, past modals, question tags, passive voice with modal verbs, adverbs of frequency, would & used to for past, the verb 'get', conditional review, if only/wish, reported speech, conjunctions, reflexive pronouns, short answer forms, gerund vs. infinitive, phrasal verbs.

### Methodology:

The methodology used is the communicative approach with a very strong emphasis on total participation. Students will be encouraged to actively participate at all stages of the course to maximize their oral use of the language.

New language and structures are taught through elicitation and the use of the language in context. Students are then helped to assimilate these new elements through natural practice (both teacher led and free practice activities).



# Maestros I2 - Day 1 - Monday

08.30 - 09.00: Breakfast

09:00-10:30

Level testing:

Teachers use prepared questions and test approx. 5 students each. While oral tests are being conducted, students are completing a written test. Students are graded numerically, with these provisional grades noted. \*After class on Monday, teachers will review level grades with students' performance in class. Any changes will be entered in the Amended level evaluation" form.

10:30-11:30

Ice-breaker games (in groups)

Getting to know one another: Students work in pairs to obtain information about each other (10 min).

Presentations: Each student must present their partner to the rest of the group.

11:30-11:45

Break

11.45 - 14.15:

Presentations:

<b>Topics:</b>	Types of presentations Audience awareness - Rapport Language of presentations - Openings and outlines Language of presentations - transitions and main body Preparing, using and explaining visuals
<b>Objectives:</b>	Understanding your audience Building rapport and involving participants Putting into practice the language of presentations
<b>Grammar:</b>	Talking about types of visual aids and describing them Question tags

14.15 - 15.30:

Lunch with teachers

15.30 - 16.30:

Student presentations (30 mins to prepare 3-minute presentation)

Subjects appropriate for students' level  
Each student receives feedback from both peers and teacher.

16.30 - 18.00:

Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

18.00 - 18.30:

Break

18.30 - 20.30:

**Group activity:**

20.30 - 21.30:

Dinner with teachers

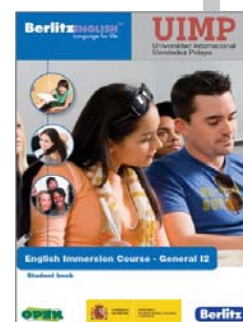
21.30: 23.00:

**Group activity**

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Introduction

15.30 - 17.45: 1 to 1 session 2: Demo classing

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# Maestros I2 - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education

**Topics:** **Homework check and review**  
 Comparing education systems  
 Discussing what we study and why  
 What would you do if you were the principal?

**Objectives:**  
 The evolution of education and discipline  
 Discussing education, types of studies and why we choose them  
 Comparing education systems and qualifications  
 Discussing how you would run a school or university  
 Talking about how classroom dynamics and behaviour of students have changed  
 Discussing the evolution of education and its future advances

**Grammar:**  
 Debating whether higher education always pays off  
 Past modals  
 The passive voice

11:30-11:45 Break

11.45 - 14.15: Culture and Customs

**Topics:** Stereotypes - changing opinions  
 Customs and traditions  
 The generation gap - changing manners and habits  
 How language reflects changes in culture

**Objectives:**  
 Discussing stereotypes and where they come from  
 Talking about changing perceptions of "foreigners"  
 Describing customs and traditions in Spain  
 Describing and understanding customs in other cultures  
 Debating how customs have changed through the generations

**Grammar:**  
 Talking about the way language has evolved  
 Adverbs of frequency  
 "Used to"

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Cyber Age

**Topics:** The Internet - how has it changed our lives  
 Social networking  
 Internet dangers Illegal  
 downloads

**Objectives:** Discussing  
 the internet  
 Discussing social networking  
 Talking about the dangers of the internet from fraud to "predators"  
 Debating the illegal downloading of music, film, and other files

**Grammar:**  
 Unreal conditionals  
 The verb "to get"  
 Verbs of prohibition

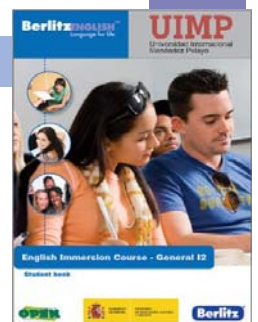
Presentation Practice

18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Concept  
 Internalization

15.30 - 17.45:  
 1 to 1 session 2:  
 Demo



# Maestros I2 - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: **The World of Work**

**Topics:** Homework check and review Dream jobs - what it takes to get them Where to look and how to apply Preparing your CV

**Objectives:** Are some professions overpaid/underpaid? Talking about dream jobs - and not so "dreamy" professions Discussing job applications - where to find listings and how to apply Talking about CVs, their content, how to organise the information Discussing salaries, comparing overpaid and underpaid professions Talking about equality in the workplace

**Grammar:** Adjectives and prepositions Phrasal verbs with "to look +" and "to turn +" Simple past and present perfect

11.30-11:45 **Break**

11.45 - 14.15: **Moving Places**

**Topics:** Travel - bookings, traps, tips, and advice Medical problems while abroad What you need to do when moving abroad

**Objectives:** Looking for short and long term accommodation solutions Talking about booking a trip, potential problems, tips, and advice Discussing dangerous locations Explaining a medical problem, seeking assistance Finding a place to stay for both the long and short term Discussing things to take into account when renting Talking about the thngs needed to establish oneself in a foreign country

**Grammar:** "Wish" and "if only" Using the subjunctive to recommend / give orders

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **Entertainment**

**Topics:** The influence of film, television and music on society Reality shows - is it really entertainment? Pop stars - are manufactured bands killing music? Literature - the uncertain future of the printed world

**Objectives:** Discussing the influence of film and music over behaviour and culture Talking about role models and negative influences Debating the creation of manufactured bands/stars and go-it-alone musicians Discussing reading habits - why read it when I can watch it? Discussing other influences leading to the demise of books Reported speech with time expressions

**Grammar:** Conjunctions - providing that / as long as and in spite of / despite

**Presentation Practice**

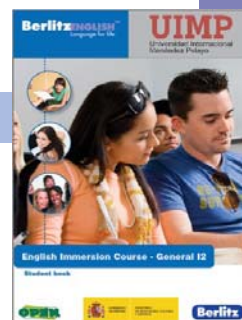
18.00 - 18.30: **Break**

**18.30 - 20.30:** Group activity:  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** Group activity

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Free speaking activities

15.30 - 17:45:  
 1 to 1 session 2:  
 Demo

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# Maestros I2 - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews

**Topics:** **Homework check and review**  
 Preparing for the interview - research and dress  
 Interview questions - interview practice  
 Equality when choosing and in the workplace  
 Selecting a candidate

**Objectives:**  
 Researching a company, what information to look for  
 Discussing how to dress for an interview, and make a good impression  
 Introducing yourself with the right level of language  
 Practicing talking about yourself - background, skills, etc.  
 Practicing answering a asking typical and non-typical interview questions  
 Discussing inequality at the moment of selecting candidates

**Grammar:**  
 Phrasal verbs with "to take +" and "to put +"  
 Question forms

11.30 - 11.45: Break

11.45 - 14.15: Leisure and Socialising

**Topics:** Going out  
 Parties and celebrations  
 What do you do in your free time? - window shopping, watching sports

**Objectives:**  
 Talking about going out - the language of "hooking up"  
 Discussing parties and different kinds of celebrations  
 Talking about free time activities with friends - shopping, hanging out, etc.

**Grammar:**  
 Talking about free time activities - sports and outdoor activities  
 Short answers  
 Question forms

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Environment

**Topics:** **Homework check and review**  
 Modern environmental issues - world impact  
 Doing my part - how can we save the world?  
 On the brink - animals in danger of extinction

**Objectives:**  
 Natural disasters; at-the-scene reports  
 Discussing how much we know about the world  
 Talking about environmental issues  
 Talking about how we can help the environment  
 Discussing animals on the brink of extinction

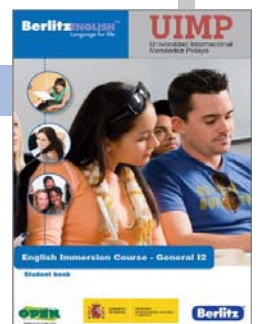
**Grammar:**  
 Describing natural disasters  
 Gerund or infinitive after verbs - meaning changed  
 Phrasal verbs using the particle "out"

18.00 - 18.30: Break

18.30 - 20.30: **Group activity:**  
 20.30 - 21.30: Dinner with teachers  
 21.30 - 23.00: **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Correction  
 Techniques

15.30 - 17.45:  
 1 to 1 session 2:  
 Reading



# Maestros I2 - Day 5 - Friday

08.30 - 09.00: Breakfast

15.30 - 18.00: **Student presentations**

Students, in their groups perform the presentations they have been working on as an on-going homework activity.

They will receive feedback from both teacher and classmates.

11:30-11:45 **Break**

11.45 - 14.15: **Technology and the Future**

<b>Topics:</b>	Essential gadgets The inventions that changed our world Video games - do they really have a negative influence? What the future holds
<b>Objectives:</b>	Describing gadgets and what they do Creating a gadget / invention and selling it Discussing inventions, ordering, debating Talking about video games and games industry Deciding if video games can be considered art and discussing their influence over children
<b>Grammar:</b>	Talking about what the future might hold in terms of technology Modifying comparisons

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **FINAL EXAM AND EVALUTATIONS and Review**

**Students do the final exam, fill out the evaluations, and review what they have seen during the week through revision exercises.**

18.00 **Finish**

11.45 - 14.00: 1 to 1 session 1:  
Teaching techniques - Demo Class -  
reading

15.30 - 17.45:  
1 to 1 session 2:  
Feedback/Review

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# Maestros - English

## Course syllabus - Level S1 Maestros

(plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - S1 MAESTROS

### Level: S1

**Duration:** 40 hours (class time)

- including two sessions of One-to-One per day

### Student profile:

Aimed at university students with an S1 level and a strong understanding of the language who wish to further develop their oral skills and improve their comprehension while exploring a number of distinct topics from the professional, social, and cultural world.

### Course Objectives: - **GROUP SESSIONS**

- To develop and perfect their oral language skills.
- To further develop and improve such communication skills as debating, discussing, presenting, and reasoning in English. Skills which can then be transferred to professional or academic settings.
- To consolidate and reinforce existing vocabulary and structures through practical application of the language with a focus on participative communication.
- To acquire and assimilate new vocabulary through oral practice to allow students newly acquired language in an active way.
- To provide the confidence required to talk comfortably in a number of public speaking environments.
- To learn about certain cultural, social, and professional practices in English speaking countries.
- To learn language elements commonly used by student peers in English speaking countries.

- Presenting language or concepts to students in an interactive way.
- Encouraging practice through activities.
- Learning positive correction techniques.

### Topics:

Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and Relocating, Entertainment.

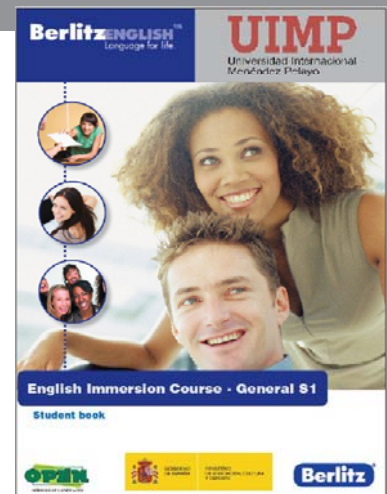
### Grammatical content:

Subjunctive (requests), Prefixes and suffixes, modal verbs, passive review, written contractions, adverbs vs. adjectives, formal vs. informal structures, reported speech and clauses, conditional review, to be/get used to, comparatives and superlatives, phrasal verbs related with using the internet.

### Methodology:

The methodology used is the communicative approach with a very strong emphasis on total participation. Students will be encouraged to actively participate at all stages of the course to maximize their oral use of the language.

New language and structures are taught through elicitation and the use of the language in context. Students are then helped to assimilate these new elements through natural practice (both teacher led and free practice activities).



to use

# Maestros S1 - Day 1 - Monday

08.30 - 09.00: Breakfast

09:00-10:30

Level testing:

Teachers use prepared questions and test approx. 5 students each. While oral tests are being conducted, students are completing a written test. Students are graded numerically, with these provisional grades noted. \*After class on Monday, teachers will review level grades with students 'performance in class. Any changes will be entered in the Amended level evaluation" form.

10:30-11:30 Ice-breaker games (in groups)

Getting to know one another: Students work in pairs to obtain information about each other (10 min)

Presentations: Each student must present their partner to the rest of the group.

11:30-11:45

Break

11.45 - 14.15:

Presentations:

<b>Topics:</b>	Types of presentations Audience awareness - Rapport Language of presentations - Openings and outlines Language of presentations - transitions and main body Preparing, using and explaining visuals
<b>Objectives:</b>	Understanding your audience Building rapport and involving participants Putting into practice the language of presentations
<b>Grammar:</b>	Talking about types of visual aids and describing them Question tags

14.15 - 15.30:

Lunch with teachers

15.30 - 16.30:

Student presentations (30 mins to prepare 3-minute presentation)

Subjects appropriate for students 'level  
Each student receives feedback from both peers and teacher.

16.30 - 18.00:

Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

18.00 - 18.30:

Break

18.30 - 20.30:

20.30 - 21.30:

21.30: 23.00:

**Group activity:**

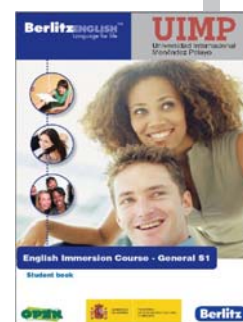
Dinner with teachers

**Group activity**

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Introduction

15.30 - 17.45: 1 to 1 session 2: Demo classing

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# Maestros S1 - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education and its uses

**Topics:** **Homework check and review**  
Systems of education at home and abroad  
Gaining qualifications and what they represent  
Education and employability

**Objectives:** What is involved in class preparation  
Discussing the pros and cons of different education systems  
Debating how useful qualifications are vs. experience  
Talking about what your education has allowed you to do

**Grammar:** Establishing how to organize a lesson plan  
Reflexives  
Passive Voice

11.30-11:45 Break

11.45 - 14.15: Culture Influences and Traditions

**Topics:** How cultures differ  
The importance of tradition  
Does tradition ever become outdated?  
Multi-cultural society

**Objectives:** Talking about the differences and stereotypes of different cultures  
Discussing how tradition is used to reinforce culture  
Debating the pros and cons of multi-cultural society

**Grammar:** Contractions  
Adverbs vs adjectives

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Digital World

**Topics:** The development of the internet  
The social media boom  
Problems associated with the internet

**Objectives:** The implications of illegal downloads  
Talking about how the internet has changed the way we live  
Discussing the use of social media in our professional and private lives  
Discussing the problems associated with the internet

**Grammar:** Debating the issue of illegally downloading material  
Phrasal verbs  
Punctuation

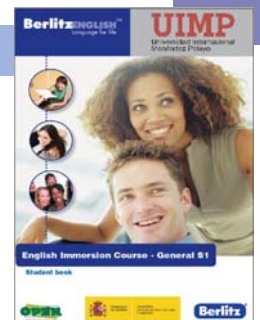
Presentation Practice

18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
Interculturalization  
Teaching techniques - Concept

15.30 - 17:45:  
1 to 1 session 2:  
Demo



# Maestros S1 - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: **The Professional world**

**Topics:** **Homework check and review**  
 The job market  
 The realities of certain job profiles  
 How to look for work

**Objectives:** How to prepare a CV for today's job market  
 Talking about how the world of work has changed over time  
 Discussing the influence of TV in the perception of job profiles  
 Where to look for jobs How to prepare a good CV

**Grammar:** Future passive voice  
 Formal vs informal language structures

11.30-11:45 **Break**

11.45 - 14.15: **Travelling**

**Topics:** Organising a trip  
 Establishing yourself abroad for both short and longer periods of time  
 What to do in case of emergency while abroad

**Objectives:** The realities of living abroad  
 Talking about the advantages and disadvantages of living abroad  
 Discussing the preparatory measures needed before going abroad

**Grammar:** Talking about how to find a place to stay for the long and short-term  
 Imperative  
 Subjective in requests

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **Entertainment**

**Topics:** TV programme genres  
 The influence of popular culture on society  
 Censorship in the 20th Century  
 Will books become obsolete?

**Objectives:** Talking about different types of TV programme  
 Debating to what extent, if any, society is influenced by pop culture

**Grammar:** Reported speech  
 Prepositions  
 Comparatives and superlatives

Presentation Practice

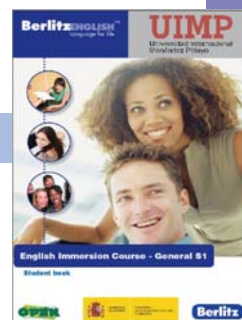
18.00 - 18.30: **Break**

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Free speaking  
 activities

15.30 - 17.45:  
 1 to 1 session 2: Demo  
 classess

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# Maestros S1 - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews and how to prepare for them

**Topics:** **Homework check and review**  
 Preparing for a job interview  
 Typical questions and answers  
 Equal opportunities when applying for a job

**Objectives:** Practicing interviews  
 Talking about how to prepare for an interview  
 Discussing what questions and answers generally come up in an interview  
 Debating whether everybody is equal when applying for jobs

**Grammar:** Role-play interviews  
 Question structure and appropriate responses

11.30-11:45 Break

11.45 - 14.15: Social Life

**Topics:** Having a social life  
 Popular celebrations home and overseas  
 Using free time well

**Objectives:** Talking about social activities  
 Discussing celebrations and how they bring people together  
 Debating what could be considered a "good" use of free time

**Grammar:** Yet / already  
 Present perfect tense

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Natural World

**Topics:** **Homework check and review**  
 Current problems in the natural world  
 How we can contribute to improving the environment  
 Animals at risk of dying out

**Objectives:** Natural disasters  
 Discussing how we have influenced changes in the natural world  
 Talking about what we can do to improve the current environmental situation

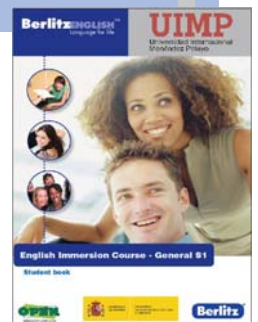
**Grammar:** Debating how important it is to save all animals  
 Conditionals  
 Get used to

18.00 - 18.30: Break

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Correction  
 Techniques

15.30 - 17.45:  
 1 to 1 session 2:  
 Reading



# Maestros S1 - Day 5 - Friday

08.30 - 09.00: Breakfast

15.30 - 18.00: **Student presentations**

Students, in their groups perform the presentations they have been working on as an on-going homework activity.

They will receive feedback from both teacher and classmates

11.30-11.45 **Break**

11.45 - 14.15: **The Technological World**

- |                    |   |
|--------------------|---|
| <b>Topics:</b>     | The most significant inventions<br>Video games and their repercussions in society<br>Too technological?   |
| <b>Objectives:</b> | What will life be like in the future?<br>Talking about inventions that changed the modern world<br>Debating to what extent, if any, video games influence their players<br>Discussing whether we rely too much on modern technology |
| <b>Grammar:</b>    | Talking about how life will change with future inventions<br>Comparatives<br>Superlatives   |

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **FINAL EXAM AND EVALUTATIONS and Review**

**Students do the final exam, fill out the evaluations, and review what they have seen during the week through revision exercises.**

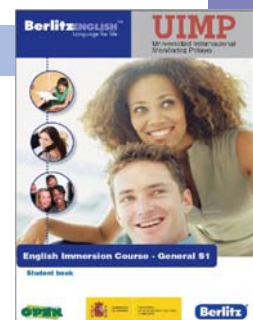
7 stage activity spread to review and consolidate the language seen over the duration of the course.

18.00 **Finish**

11.45 - 14.00: 1 to 1 session 1:  
Teaching techniques - Demo Class -  
reading

15.30 - 17.45:  
1 to 1 session 2:  
Feedback/Review

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# Maestros - English

## Course syllabus - Level S2 Maestros

(plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - S2 MAESTROS

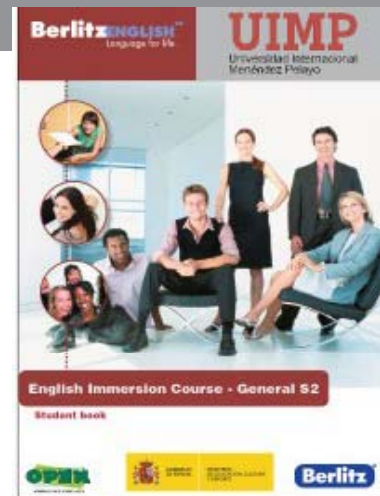
### Level: S2

### Duration: 40 hours (class time)

- including two sessions of One-to-One per day

### Student profile:

Aimed at maestros with an S2 level and thus excellent understanding of the language who wish to practice and perfect their oral level of communication and learn phrases and subtleties fitting of a such a high level. Students should be fully willing to participate in a variety of oral tasks while looking at broad range of different subjects from the professional, social, and cultural world.



### Course Objectives: **-GROUP SESSIONS**

- To develop and perfect their oral language skills, learning subtitles common to native speakers.
- To hone and perfect improve such communication skills as debating, discussing, presenting, and reasoning in English which will can be carried through to future professional or academic applications.
- To learn language commonly used by native speakers while reinforce existing vocabulary and structures activities with a focus on participative communication.
- To provide the students with the required confidence and ability to speak in varied public setting where they may face native or high level English speakers.
- To learn about certain cultural, social, and professional practices in English speaking countries.

### **- ONE TO ONE SESSIONS**

- Presenting language or concepts to students in an interactive way.
- Encouraging practice through activities.
- Learning positive correction techniques.

### Topics:

Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and Relocating, Entertainment.

### Grammatical content:

Subjunctive (suggestions), contractions written vs. spoken, will and would to describe habits, wish and if only, gerund and infinitive after verbs (meaning change), phrasal verbs related to presentations and public speaking.

### Methodology:

The methodology used is the communicative approach with a very strong emphasis on total participation. Students will be encouraged to actively participate at all stages of the course to maximize their oral use of the language.

New language and structures are taught through elicitation and the use of the language in context. Students are then helped to assimilate these new elements through natural practice (both teacher led and free practice activities).

# Maestros S2 - Day 1 - Monday

08.30 - 09.00: Breakfast

09:00-10:30

Level testing:

Teachers use prepared questions and test approx. 5 students each. While oral tests are being conducted, students are completing a written test. Students are graded numerically, with these provisional grades noted. \*After class on Monday, teachers will review level grades with students 'performance in class. Any changes will be entered in the Amended level evaluation" form.

10:30-11:30

Ice-breaker games (in groups)

Getting to know one another: Students work in pairs to obtain information about each other (10 min)

Presentations: Each student must present their partner to the rest of the group.

11:30-11:45

Break

11.45 - 14.15:

Presentations:

<b>Topics:</b>	Types of presentations Audience awareness - Rapport Language of presentations - Openings and outlines Language of presentations - transitions and main body Preparing, using and explaining visuals
<b>Objectives:</b>	Understanding your audience Building rapport and involving participants Putting into practice the language of presentations
<b>Grammar:</b>	Talking about types of visual aids and describing them Question tags

14.15 - 15.30:

Lunch with teachers

15.30 - 16.30:

Student presentations (30 mins to prepare 3-minute presentation)

Subjects appropriate for students 'level  
Each student receives feedback from both peers and teacher.

16.30 - 18.00:

Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

18.00 - 18.30:

Break

18.30 - 20.30:

**Group activity:**

20.30 - 21.30:

Dinner with teachers

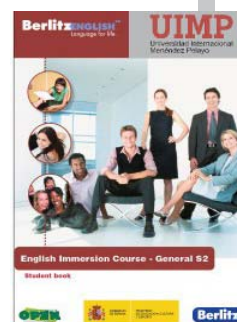
21.30: 23.00:

**Group activity**

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Introduction-

15.30 - 17.45: 1 to 1 session 2: Demo classsing

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# Maestros S2 - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education

**Topics:** Homework check and review UK versus US Education System A case study: Education in Finland Different learning methodologies Lesson plans

**Objectives:** A look at UK academies Comparing the UK and US education systems Discussing education in Finland Talking about different learning methodologies Establishing how to organize a lesson plan

**Grammar:** Discussing academies in the UK Mixed Conditionals - useful expressions and phrasal verbs

11.30-11:45 Break

11.45 - 14.15: Culture

**Topics:** What am I like - my personal culture The make up of Spanish culture A view from abroad of Spaniards Brits abroad Cultural awareness The danger of stereotyping

**Objectives:** Tradition - case study: the monarchy Discussing culture on a personal level Discussing the make up of Spanish culture and the international view of Spain Talking about behavior of the British at home and abroad Talking about the factors involved in understanding cultures Debating stereotypes, their origins, and the dangers of using them

**Grammar:** Discussing the monarchy and its role in cultural identity Adverbs of frequency

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Virtual World

**Topics:** Internet usage The generation gap with technology Internet terms Social networking Internet and social networking dangers Focus 1 - Technology addiction Focus 2 - Catfishing

**Objectives:** Talking about how we use the internet Discussing the differences between generations when using technology Discussing social networking and its importance in our lives Debating the dangers of the internet and how it can affect us

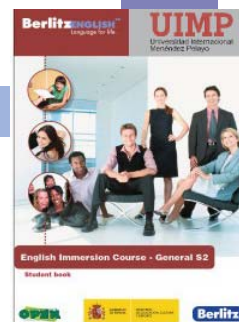
**Grammar:** Discussing two problems in depth: technology addiction and catfishing Using 'will' and 'would' to describe habits Presentation Practice

18.00 - 18.30: Break

**18.30 - 20.30:** Group activity:  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** Group activity

11.45 - 14.00: 1 to 1 session 1:  
 Teaching techniques - Concept  
 Information

15.30 - 17:45:  
 1 to 1 session 2:  
 Demo



# Maestros S2 - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: **The World of Work**

**Topics:** **Homework check and review**  
The current job market  
Human capital flight  
Jobs of the past, present, and future

**Objectives:** Preparing CVs and cover letters  
Discussing the current state of the job market  
Talking about the difficulties faced by job seekers  
Debating human capital flight and the impact on the national economy  
Discussing the evolution of employment and job types over time

**Grammar:** How to prepare a good CV  
Formal vs Informal Language - verb tense review

11.30-11.45 **Break**

11.45 - 14.15: **Heading abroad**

**Topics:** Travel - good and bad experiences  
Confusing signs... what did they mean to say?  
Emergencies when travelling  
Moving abroad - things to consider

**Objectives:** Accommodation questions  
Discussing good and bad travel experiences  
Look at the often incorrect language used on signs abroad  
Talking about emergencies and what can go wrong when abroad  
Discussing the considerations to make when moving abroad

**Grammar:** Talking about accommodation issues abroad  
If only/wish  
Recommendations with subjunctive/'should' 'ought to'

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **Entertainment**

**Topics:** Our entertainment  
Time well spent?  
Less common forms of entertainment  
Film or book - book or E-book  
Reality shows

**Objectives:** Discussing how we dedicate time and money to entertainment  
Debating whether we are wasting time or using it constructively  
Talking about odd forms of entertainment  
Discussing the argument for reading over viewing  
Discussing the addiction to reality television

**Grammar:** Talking about TV and its obligation to inform as well as entertain  
Reported Speech

Presentation Practice

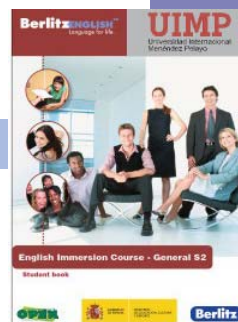
18.00 - 18.30: **Break**

**18.30 - 20.30:** **Group activity:**  
**20.30 - 21.30:** Dinner with teachers  
**21.30: 23.00:** **Group activity**

11.45 - 14.00: 1 to 1 session 1 :  
Teaching techniques - Free speaking activities

15.30 - 17:45:  
1 to 1 session 2:  
Demo

Assessing



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# Maestros S2 - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews

**Topics:** **Homework check and review** The importance of a good interview  
Being prepared  
7 seconds - making a good impression  
Strengths and weaknesses  
Skills

**Objectives:** Interview questions + interview practice  
Understanding how important an interview is in the current climate  
Talking about how to prepare oneself for an interview  
Discussing the importance of first impressions  
Talking about our strengths, weaknesses, and skills

**Grammar:** Learn common questions and practice them in an interview situation  
Past perfect and past perfect progressive

11.30-11:45 Break

11.45 - 14.15: Language

**Topics:** The origins of language  
Language acquisition  
Dialects vs. language  
Being P.C.  
Idioms

**Objectives:** The language of the future - tech language  
Debating the origins of language and looking at theories  
Talking about language acquisition and two main theories  
Debating the line between dialect and language  
Discussing the importance of a dialect for regional identity  
Talking about being politically correct and how language has adapted  
Looking at the way language is changing in the face of new technology  
Contractions

**Grammar:**

14.15 - 15.30: Lunch with teachers

15.30 - 18.00: The Environment

**Topics:** **Homework check and review**  
Environment facts  
Current problems in the natural world  
International stances on the environment  
Animals at risk of dying out

**Objectives:** Natural disasters  
Looking at some facts about the current state of the environment  
Talking about environmental problems, their causes and affects  
Discussing view points of different countries concerning the environment  
Discussing animals on the brink of extinction

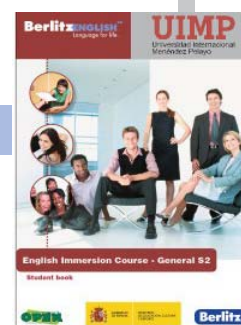
**Grammar:** Talking about natural disasters  
Gerund or infinitive meaning change  
Phrasal verbs

18.00 - 18.30: Break

18.30 - 20.30: **Group activity:**  
20.30 - 21.30: Dinner with teachers  
21.30: 23.00: **Group activity**

11.45 - 14.00: 1 to 1 session 1:  
Teaching techniques - Correction

15.30 - 17.45:  
1 to 1 session 2:  
Reading



# Maestros S2 - Day 5 - Friday

08.30 - 09.00: Breakfast

09.00 - 11.30: **Student presentations**

Students, in their groups perform the presentations they have been working on as an on-going homework activity.

They will receive feedback from both teacher and classmates.

11:30-11:45 **Break**

11.45 - 14.15: **Leisure**

Topics:	Different leisure activities Gender differences Going out
Objectives:	Are our leisure habits changing Talking about different leisure activities Discussing the influence gender has on how we spend our leisure Talking about the language of going out Discussing changing leisure habits

14.15 - 15.30: **Lunch with teachers**

15.30 - 18.00: **FINAL EXAM AND EVALUTATIONS and Review**

**Students do the final exam, fill out the evaluations, and review what they have seen during the week through revision exercises.**

18.00 **Finish**

11.45 - 14.00: 1 to 1 session 1: Teaching techniques - Demo Class - reading

15.30 - 17:45: 1 to 1 session 2: Feedback/Review

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