### Maestros - English

# Course syllabus- Level A2+ Maestros

### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - A2+ MAESTROS

#### Level: A2+

#### Duraction: 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.
- Enouraging 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.

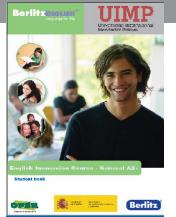
Adverbs of frequency, too/either, present perfect tense, modal verbs.

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

| <b>08.30 - 09.00:</b> B                                   | reakfast   |   |                         |        |
|---|--|---|-------------------------|--------|
|   |  |   |                         |        |
| 10:30-11:30   | While oral tests are bein<br>Students are graded nu<br>*After class on Monday, | questions and test approx. 5 students each.<br>ng conducted, students are completing a written test.<br>merically, with these provisional grades noted.<br>teachers will review level grades with students performance<br>ntered in the Amended level evaluation" form.<br>groups)  | e in class.             |        |
|   | min)   | oother: Students work in pairs to obtain information about ea<br>udent must present their partner to the rest of the group.   | ich other (10           |        |
| 11:30-11:45   | Break  |   | int er                  | 2      |
| 11.45 - 14.15:  | Presentations:   |   | aching<br>troduc:       | 5      |
| T   | 'opics:<br>Objectives:<br>Grammar:   | Types of presentations<br>Audience awareness - Rapport<br>Language of presentations - Openings and outlines<br>Language of presentations - transitions and main body<br>Preparing, using and explaining visuals<br>Understanding your audience<br>Building rapport and involving participants<br>Putting into practice the language of presentations<br>Talking about types of visual aids and describing them<br>Question tags | ing techniques -<br>uc- |        |
| 14.15 - 15.30:  | Lunch with te  | eachers   |                         |        |
| 15.30 - 16.30:  | Student presentations  | s (30 mins to prepare 3-minute presentation)  | clainto<br>to           | л<br>Л |
|   | Subjects appropriate fo<br>Each student receives                               | r students level feedback from both peers and teacher.  | ssesi                   | 20     |
| 16.30 - 18.00:  | Preparation for more   | complex presentation on Thursday  | na<br>na                | 7.1    |
|   | Students use this time   | to organise material for afternoon presentation   | ina<br>ina              |        |
| 18.00 - 18.30:  | Break  |   | •                       |        |
| <b>18.30 - 20.3</b><br>20.30 - 21.3<br><b>21.30: 23.0</b> | 30: Dinner wi  | ith teachers  |                         |        |

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### Maestros A2+ - Day 2 - Tuesday

| 09.00 - 1 |                        | Education   |                              |
|-----------|------------------------|---|------------------------------|
| I         | Topics:                | Homework check and review<br>Comparing education systems<br>Discussing what we study and why<br>Qualifications  |                              |
|           | Objectives:            | Teacher student relations - discipline and respect<br>The value of education<br>Comparing education systems<br>Talking about the subjects we study and why<br>Explaining qualifications | Teachi                       |
|           | Grammar:               | Discussing the student-teacher relation in terms of respect and discipline<br>Debating the value of education<br>Past tense review<br>The passive voice present and past                | eaching techniques - Concept |
| 11:30-11  | 1:45                   | Break   | niqu                         |
|           |                        | Traditions and Culture  | S<br>S                       |
|           | Topics:                | Describing people - physical and character descriptions<br>Stereotypes - changing opinions<br>Customs and traditions  | ques - Concep                |
|           | Objectives:            | The generation gap - changes over time<br>Colloquial language in use<br>Talking about cultural differences<br>Discussing the importance of traditions                                   | ¥                            |
|           | Grammar:               | Talking about how culture has changed over time<br>Adverbs of frequency<br>Comparisons<br>Too / Either / Neither  |                              |
| 14.15 - 1 | 5.30:                  | Lunch with teachers   |                              |
| 15.30 - 1 | 8.00:                  | The Cyber Age   | 1 to 1<br>Demo               |
|           | Topics:<br>Objectives: | The influence of the internet<br>Social networking<br>The dangers of the internet<br>Illegal downloads<br>Discussing the internet   | emo<br>emo                   |
|           | Grammar:               | Talking about social networking<br>Talking about the dangers of using the internet<br>Debating the correct use of downloading material<br>Present perfect tense                         |                              |
|           | Presentation           | Phrasal verb "to look +"<br>Practice  |                              |
|           |                        |   | Borlitzmans: IIIIN           |
|           | 8.30:                  | Break   | Universitätet inte           |
| 18.00 - 1 |                        |   |                              |

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### Maestros A2+ - Day 3 - Wednesday

| 09 20 00 00: Prockfoot                              |  |  |
|---|--|--|
| 08.30 - 09.00: Breakfast                            |  |  |
| 09.00 - 11.30:<br>Topics:<br>Objectives<br>Grammar: | Debating what makes the ideal job<br>Talking about ways of applying for jobs<br>Learning how to prepare a good CV  | 11.45 - 14.00:1<br>Teaching tech<br>activities                               |
| 11:30-11:45   | Break  | to 1<br>nniqu  |
|   | Going Abroad   | l se:  |
| Topics:<br>Objectives:<br>Grammar:                  | Travel - planning, booking and packing<br>What to do if you get sick<br>Moving abroad for a long time - tips and advice<br>Finding accommodation - for the short and long-term<br>Discussing what is necessary when planning a trip<br>Talking about what to do if you get ill abroad<br>Talking about what is required when moving abroad for a long period<br>of time.<br>Discussing how to look for accommodation abroad<br>Future tenses<br>Phrasal verb "to get +"  | 1.45 - 14.00:1 to 1 session 1:<br>Feaching techniques - Free speaking        |
| 14.15 - 15.30:                                      | Lunch with teachers  |  |
|   | Entertainment  |  |
| Topics:<br>Objectives:<br>Grammar:                  | Types of TV programmes<br>The influence of TV and film<br>Censorship<br>Reading - is this the end?<br>Discussing the different types of TV programmes available<br>Debating to what extent, if any, TV and film influence society<br>Talking about the use of censorship<br>Debating the future of printed material<br>Prefer vs. Rather<br>Reported speech  | uojipJodJoD<br>العقر 11726<br>15.30 - 17:45:<br>1 to 1 session 2: Dento<br>a |
| Presentation  | Phrasal verb "to take +"   |  |
| 18.00 - 18.30:                                      | Break O Constant Cons | - v.   |
| <b>18.30 - 20</b><br>20.30 - 21<br><b>21.30: 23</b> | 1.30:     Dinner with teachers <b>B.00:</b> Group activity   | Berlitz  |

### Maestros A2+ - Day 4 - Thursday

| 08.30 - 09.00: Breakfast           |   |   |
|------------------------------------|---|---|
|                                    | Interviews  | _   |
| Topics:<br>Objectives:<br>Grammar: | Homework check and review<br>How to prepare an interview<br>Typical questions<br>Mock interviews<br>Equal opportunities<br>Practicing typical interview questions<br>Role-playing interview dialogues<br>Debating the whether equal opportunities really exist<br>First Conditional<br>Second Conditional<br>Reflexive Pronouns | 11.45 - 14.00:<br>Teaching tec<br>Techniques                    |
| 1:30-11:45                         | Break   | hnic  |
| 11.45 - 14.15:                     | Leisure and Socialising   | 1 session 1:<br>ques - Corre                                    |
| Topics:<br>Objectives:             | Having a social life<br>Different types of celebrations, different ways to celebrate<br>Free time<br>Talking about what you do in your free time<br>Discussing celebrations at home and abroad  | 14.00:1 to 1 session 1:<br>ing techniques - Correction<br>inues |
| Grammar:                           | Talking about how people can celebrate<br>In vs. On<br>Reported Speech<br>Phrasal verb "to go +"  |   |
| 4.15 - 15.30:                      | Lunch with teachers   | _   |
| 15.30 - 18.00:                     | The Environment   | 1 15.3<br>Rea   |
| Topics:                            | Homework check and review<br>Current environment issues<br>What can I do to help?<br>Animals in danger of extinction  | 30 - 17:45:<br>ading  |
| Objectives:<br>Grammar:            | Natural disasters<br>Discussing current environmental problems<br>Talking about ways of helping the environment<br>Debating whether all animals should be saved<br>Discussing different types of natural disasters<br>Passive Voice<br>Phrasal verb "to put +"  | <u></u>   |
| 18.00 - 18.30:                     | Break   | Borlitzenskisi" UIM   |
| 18.30 - 20.30:                     | Group activity:<br>Dinner with teachers<br>Group activity   |   |

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### Maestros A2+ - Day 5 - Friday

| 11.45 - 14.00:1 to 1 session 1:<br>Teaching techniques - Demo Class -<br>reading |
|--|
| 11.45 - 14.00:1 to 1 :<br>Teaching technique<br>reading                          |
| 11.45 - 14.00:1 to 1 :<br>Teaching technique<br>reading                          |
| 11.45 - 14.00:1 to 1 :<br>Teaching technique<br>reading                          |
| 14.00:1 to 1 string technique  |
| hniqu  |
| session 1:<br>es - Demo (  |
| Class<br>-   |
|  |
| 111-18<br>1 15.3   |
| n during 17:45:<br>1 session 2:  |
| × · ·  |
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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

Duraction: 40 hours (class time)

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

#### Student profile:

Aimed at maestros with an 11 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,  ${\tildel{l}}$  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.
- Enouraging 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.

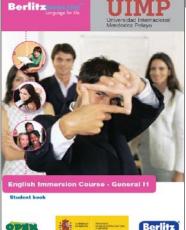
#### Grammatical content:

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).



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### Maestros I1 - Day 1 - Monday

| 08.30 - 09.00: E | Breakfast   |   |  |
|------------------|---|---|--|
|                  |   |   |  |
|                  | While oral tests are bei<br>Students are graded nu<br>*After class on Monday<br>Any changes wicill be e | questions and test approx. 5 students each.<br>ng conducted, students are completing a written test.<br>umerically, with these provisional grades noted.<br>v, teachers will review level grades with students performance in class.<br>entered in the Amended level evaluation" form.  |  |
| 10:30-11:30 lce  | e-breaker games (in group   |   |  |
|                  | min)  | nother: Students work in pairs to obtain information about each other (10 udent must present their partner to the rest of the group.  |  |
| 11:30-11:45      | Break   |   | 11.4<br>Teac   |
| 11.45 - 14.15:   | Presentations:  |   | 11.45 - 12<br>Feaching<br>ntroduc                                    |
|                  | Topics:<br>Objectives:<br>Grammar:  | Types of presentations<br>Audience awareness - Rapport<br>Language of presentations - Openings and outlines<br>Language of presentations - transitions and main body<br>Preparing, using and explaining visuals<br>Understanding your audience<br>Building rapport and involving participants<br>Putting into practice the language of presentations<br>Talking about types of visual aids and describing them<br>Question tags | 11.45 - 14.00:1 to 1 session 1:<br>Feaching techniques -<br>ntroduc- |
| 14.15 - 15.30:   | Lunch with t  |   | _  |
| 15.30 - 16.30:   | Student presentation  | ns (30 mins to prepare 3-minute presentation)   | 15.30<br>1 to 1<br>class   |
|                  | Subjects appropriate for<br>Each student receives   | or students level feedback from both peers and teacher.   |  |
| 16.30 - 18.00:   | Preparation for more  | complex presentation on Thursday  | 7:45<br>Issic  |
|                  | Students use this time  | to organise material for afternoon presentation   | - 17:45:<br>session 2: Demo<br>esina                                 |
| 18.00 - 18.30:   | Break   |   |  |
| 20               | .30 - 21.30:  | Group activity:<br>Dinner with teachers<br>Group activity   |  |



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### Maestros I1 - Day 2 - Tuesday

|               | Education   |  |  |
|---------------|---|--|--|
| т             | opics:  | Homework check and review<br>Comparing education systems<br>Discussing what we study and why<br>Qualifications<br>Teacher student relations - discipline and respect   |  |
|               | Dbjectives:   | The value of education<br>Comparing education systems<br>Talking about the subjects we study and why<br>Explaining qualifications<br>Discussing the student-teacher relation in terms of respect and discipline<br>Debating the value of education   | int e  |
| G             | Grammar -   | Past tense review<br>The passive voice present and past  | achir  |
| 1:30-11:45    | Break   |  | ng te  |
|               | Culture ar  | d Stereotypes  | b ch   |
|               | Copics:   | Stereotypes - changing opinions<br>Where do stereotypes come from?<br>What makes a culture?<br>Customs and traditions Changes<br>in habits and customs Cultural<br>influence over language   | ng techniques - Concept<br>lization            |
|               | Objectives:   | Discussing stereotypes and where they come from.<br>Talking about changing perceptions of 'foreigners'<br>Describing customs and traditions in Spain<br>Describing and understanding customs in other cultures and individuals<br>Discussing how habits have changed through the generations<br>Discussing traditions and customs and their influence on English Talking<br>about the way language has evolved | cept   |
| C             | Grammar:  | Verbs of perception 'seem, sound, looks'<br>'Used to' - Habits in the past   |  |
| 4.15 - 15.30: | Lunch wit   | h teachers   |  |
|               | The Cybe  | Age  |  |
| 1             | lopics:   | Changes in and the evolution of communication<br>The internet and how we use it<br>Are you connected - social networking<br>Problems that can arise from social networking & internet dangers  | to 1 session<br>)emo                           |
| C             | Dbjectives:   | Downloading media content<br>Discussing communication, how it has developed and how we use it<br>Discussing the Internet, what we use it for<br>Talking about social networking, how we use it and problems<br>Talking about dangers of the internet   | on 2:  |
| c             | Grammar:  | Debating the illegal downloading of music, film, and other files.<br>Present perfect vs. present perfect progressive   |  |
| F             | Presentation Practice   | Recommendation and obligation  |  |
| 8.00 - 18.30: | Break   | Berlitz  | Server Carlos Constanting Constanting Constant |
|               | <b>18.30 - 20.30:</b><br>20.30 - 21.30:<br><b>21.30: 23.00:</b> | Group activity:<br>Dinner with teachers<br>Group activity  |  |

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### Maestros I1 - Day 3 - Wednesday

| 08.30 - 09.00: Breakfas |       |      |        |         |
|-------------------------|-------|------|--------|---------|
|                         | 08.30 | - 09 | .00: B | reakfas |

| 09.00 - 11.30: <b>The</b>                                       | World of Work  |   |
|---|--|---|
| Topics:   | Homework check and review<br>Jobs - the requirements and conditions of a job<br>Jobs and what they entail<br>Where to look and how to apply  |   |
| Objectives:   | Application forms and cover letters<br>Preparing your CV<br>Discrimination in the hiring process<br>Describing and discussing job conditions<br>Talking about dream jobs and some not so 'dreamy' professions.<br>Discussing job applications - where to find listings and how to apply<br>Discussing cover letters and application forms<br>Talking about CVs, what should be on them, how to order information   | 11.45 - 1<br>Teachin<br>activitie                                     |
| Grammar -   | Taiking about evs, what should be on them, now to order mornation<br>Taiking about discrimination in the workplace<br>Adjectives and prepositions<br>Phrasal verbs with "to get +"   | .45 - 14.00:1<br>eaching tech<br>rtivities                            |
| 1:30-11:45 Break  |  | niq   |
| 1.45 - 14.15: <b>Trav</b>                                       | elling   | l se<br>ues   |
| Topics:   | Travel - travel habits<br>Booking - transport and accommodation<br>Common (and non common) problems on a trip<br>I'm not well - medical problems when abroad<br>Important information for moving to Spain or abroad  | 1.45 - 14.00:1 to 1 session 1:<br>Feaching techniques - Free speaking |
| Objectives:<br>Grammar:   | Food - strange dishes<br>Talking about booking a trip, potential problems, tips and advice<br>Discussing dangerous locations<br>Explaining a medical problem, seeking assistance<br>Finding a place to stay for both the long and short term<br>Discussing things to take into account when renting<br>Talking about the thngs needed to establish oneself in a foreign country<br>Present unreal conditional  |   |
| 14.15 - 15.30: Lune   | ch with teachers   |   |
| 15.30 - 18.00: <b>The</b>                                       | Cyber Age  |   |
| Topics:   | TV and film - genres<br>The influence of film, television and music over society<br>Censorship - should all media be censored<br>Reality shows - why do we enjoy them?<br>Pop stars - manufactured music<br>Literature - Do books have a future?   | 5.30 - 17:45:<br>to 1 session 2:<br>bemo                              |
| Objectives:<br>Grammar:   | Describing films and TV show, genre, common adjectives<br>Talking about the influence of TV and film over us<br>Discussing censorship, its importance, and level<br>Talking about the news and whether it should be censored<br>Debating the creation of fabricated bands/stars and genuine musicians<br>Debating whether the printed word has a future<br>Phrasal verbs with "to look +" and "to let +"   |   |
|   |  | e 0   |
| 18.00 - 18.30: Brea   |  |   |
| <b>18.30 - 20.30:</b><br>20.30 - 21.30:<br><b>21.30: 23.00:</b> | Group activity:<br>Dinner with teachers<br>Group activity  | n Coursa : General II   |
|   | Large Control of Contr | 53  |

### Maestros I1 - Day 4 - Thursday

| 8.30 • 09.00: Breakfast              |             |  |                              |  |
|--------------------------------------|-------------|--|------------------------------|--|
|                                      |             |  |                              |  |
| - 11.30:<br><b>Topics:</b>           | Interviews  | Homework check and review<br>Preparing for the interview - research and dress  |                              |  |
|                                      |             | Arrival and introduction<br>Skills<br>Interview questions - interview practice   |                              |  |
| Objectives:                          |             | Researching a company, what information to look for<br>Discussing how to dress for an interview, how to make<br>impression<br>Talking about how to introduce yourself and use the rig  | 0                            | 11.4<br>Tea<br>Tec   |
| Grammar -                            |             | Practicing answering & asking typical and non typical in<br>Conjunctions - Provided that/as long as, in spite of/des<br>Past modals  | c<br>nterview questions.     | eaching tecl<br>echniques  |
| 11:45 Break                          |             |  |                              | 1 to   |
|                                      | Leisure and | ISocialising   |                              | ique   |
| Topics:                              |             | Going out<br>Problems when out with friends<br>Parties and celebrations<br>Alternatives to going out   |                              | 1.45 - 14.00:1 to 1 session 1:<br>eaching techniques - Correction<br>achniques |
| Objectives:                          |             | Adventure/unusual sports<br>Talking about going out - the language of inviting, acce<br>Discussing problems when going out<br>Discussing parties and different kinds of celebrations<br>Talking about free time activities with friends<br>Talking about free time activities, sports, and outdoor a |                              | ction  |
| Grammar:                             |             | Discussing and describing adventure sports<br>Phrasal verbs with "to turn +"   |                              |  |
| Presentation                         | workshop:   | So and Such<br>Final preparation   |                              | -  |
| -15.30:<br>4.15                      | Lunch with  | teachers   |                              |  |
|                                      | The Enviro  |  |                              | 1 t<br>Re  |
| Topics:                              |             | Homework check and review<br>Modern environmental issues The<br>Great Pacific Garbage patch The<br>three 'Rs'.   |                              | 5.30 - 17:4:<br>to 1 sessi<br>eading   |
| Objectives:                          |             | Endangered animals<br>Human impact on animal species<br>Back from the future<br>Discussing environmental issues<br>Talking about plastic waste<br>Talking about how we can help through recycling  |                              | 5:<br>on 2:  |
| Grammar:                             |             | Discussing how our impact on the environment is enda<br>Debating why only certain animals are used as symbo<br>Describing what we think about the future of our plane<br>'Explaining purpose 'To', 'For', 'So that'<br>Passive voice - future  | ls                           | uin<br>Uine<br>Based of the  |
| - 18.30:                             | Break       |  | 5                            | The L  |
| 18 20 - 20 20                        |             | Group activity:  |                              | 3  |
| <b>18.30 - 20.30:</b> 20.30 - 21.30: |             | Group activity:<br>Dinner with teachers  |                              |  |
| 21.30: 23.00:                        |             | Group activity   | English immeruk<br>Redet bes | on Course - General II   |
|                                      |             |  | OPEN S                       | C  |
|                                      |             |  |                              | 54   |

English Immersion Course UIMP

### Maestros I1 - Day 5 - Friday

| 50.9 10.00       Sudent presentations         Status in their groups perform the presentations they have been circling on as on-going homework activity.       The presentations         They will receive feedback from both teacher and classmates       The presentations         10.011135       Break         10.011145       Break         11.011145       Break         11.01145       Break         11.011145  | 8.30 - 09.00: Breakfa | ist             |  |               |  |
|--|-----------------------|-----------------|--|---------------|--|
| working on as an on-going homework activity.       They will receive feedback from both teacher and classmates         1:30-11:45       Break         1:30-11:45       Break         1:30-11:45       Break         1:45       Technology and the Future         The gadget we use<br>Wideo games       The most important inventions in the modern world         1:16 without important inventions       The gadget we use<br>Wideo games         Wideo games       Discussing inventions, ordering, debating<br>Discussing inventions, ordering, debating<br>Discussing inventions, ordering, debating<br>Discussing inventions, ordering, debating<br>Discussing inventional selling it<br>Discussing inventional selling it<br>Discussing inventional selling it<br>Prepositions of movement       The most important inventions and selling it<br>Discussing inventions, ordering, debating<br>Discussing inventions, ordering, debating<br>Discussing inventional selling it what the future might hold in terms of technology       The most important inventionals         Mathematical inventions of movement       Prepositions of movement       110 1 session 2000 (17.45)         1:15-15.30:       Lunch with teachers       110 1 session 2000 (17.45)       110 1 session 2000 (17.45)         1:30-18.00:       FINAL EXAM AND EVALUTATIONS and Review       110 1 session 2000 (17.45)       110 1 session 2000 (17.45)         1:30-18.00:       FINAL EXAM AND EVALUTATIONS and Review       110 1 session 2000 (17.45)       110 1 session 2000 (17.45)         1:30-10:       F  |                       | Student pres    | sentations   |               | 77                                     |
| 1:30-11:45       Break         1:45 - 14.15       Technology and the Future         1:45 - 14.15       Technology and the Future         Topics:       The most important inventions in the modern world         Life without important inventions       The dadget we use         What the future holds       What the future holds         Objectives:       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 and games industry         Deciding if video games can be considered att and discussing their       Tifuence over children         Beat unreal conditional, mixed conditionals       Prepositions of movement         4.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during the week through revision exercises.       15.00 - 17.45:   |                       |                 |  |               |  |
| Grammar:       Talking about what the future might hold in terms of technology<br>Past unreal conditional, mixed conditionals<br>Prepositions of movement         4.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during<br>the week through revision exercises.       15.30 - 17:45:   | They wil              | receive feedbac | k from both teacher and classmates   |               | <u> </u>                               |
| Grammar:       Talking about what the future might hold in terms of technology<br>Past unreal conditional, mixed conditionals<br>Prepositions of movement         4.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during<br>the week through revision exercises.       15.30 - 17:45:   |                       |                 |  |               | 11.45 -<br>Teachi<br>readin            |
| Grammar:       Talking about what the future might hold in terms of technology<br>Past unreal conditional, mixed conditionals<br>Prepositions of movement         1.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during<br>the week through revision exercises.       1 to 1 session 2.  | :30-11:45 Bre         | ak              |  | (             | 14.(<br>ng t<br>g                      |
| Grammar:       Talking about what the future might hold in terms of technology<br>Past unreal conditional, mixed conditionals<br>Prepositions of movement         1.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during<br>the week through revision exercises.       1 to 1 session 2;  |                       | Technology      |  |               | )0:1<br>tech                           |
| Grammar:       Talking about what the future might hold in terms of technology<br>Past unreal conditional, mixed conditionals<br>Prepositions of movement         4.15 - 15.30:       Lunch with teachers         5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during<br>the week through revision exercises.       15.30 - 17:45:   |                       |                 | Life without important inventions<br>The gadget we use<br>Video games<br>What the future holds<br>Describing gadgets and what they do<br>Creating a gadget / invention and selling it<br>Discussing inventions, ordering, debating<br>Talking about video games and games industry | cussing their | to 1 session 1:<br>miques - Demo Class |
| 5.30 - 18.00:       FINAL EXAM AND EVALUTATIONS and Review         Students do the final exam, fill out the evalutions, and review what they have seen during the week through revision exercises.       115.30 - 17:45:   | Gramm                 | ıar:            | influence over children<br>Talking about what the future might hold in terms of tec<br>Past unreal conditional, mixed conditionals   | -             | ю<br>I                                 |
| Students do the final exam, fill out the evalutions, and review what they have seen during the week through revision exercises.  | 4.15 - 15.30:         | Lunch with      | teachers   |               |  |
| Students do the final exam, fill out the evalutions, and review what they have seen during the week through revision exercises.  |                       | FINAL EXA       | M AND EVALUTATIONS and Review  |               | ∎ 1 15.                                |
| 3.00 Finish  |                       |                 | -  | e seen during |  |
|  | 8.00 Fin              | ish             |  |               |  |
|  |                       |                 |  |               |  |
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| Ereite<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder<br>Forder |                       |                 |  |               |  |

### Maestros - English

### Course syllabus - Level I2 Maestros

#### (plan docente)

#### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - 12 MAESTROS

#### Level: I2

#### Duraction: 40 hours (class time)

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

#### Student profile:

Aimed at maestros with an 12 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.

#### application listate and reinforce and statige voital sufacy so d static upative counger unaction.

• 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.
- Enouraging 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.

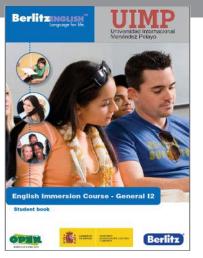
#### Grammatical content:

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   |  |  |
|--|---|--|--|
|  |   |  |  |
|  | While oral tests are<br>Students are grade<br>*After class on Mor<br>Anv changes wicill | ared questions and test approx. 5 students each.<br>e being conducted, students are completing a written test.<br>ed numerically, with these provisional grades noted.<br>nday, teachers will review level grades with students performance in class.<br>be entered in the Amended level evaluation" form. |  |
| 10:30-11:30  | Ice-breaker game  |  |  |
|  | min).   | ne another: Students work in pairs to obtain information about each other (10 ch student must present their partner to the rest of the group.  |  |
| 11:30-11:45  | Break   |  | 11.<br>Tea   |
| 11.45 - 14.15:                                       | Presentations:  |  | 11.45 - 14<br>Teaching<br>introduc-                                  |
|  | Topics:   | Types of presentations<br>Audience awareness - Rapport<br>Language of presentations - Openings and outlines<br>Language of presentations - transitions and main body   | 11.45 - 14.00:1 to 1 session 1:<br>Teaching techniques -<br>ntroduc- |
|  | Objectives:   | Preparing, using and explaining visuals<br>Understanding your audience<br>Building rapport and involving participants<br>Putting into practice the language of presentations   | 1 sessic<br>ques -   |
|  | Grammar:  | Talking about types of visual aids and describing them<br>Question tags  | on 1:  |
| 14.15 - 15.30:                                       |   | vith teachers  |  |
| 15.30 - 16.30:                                       | Student presenta  | ations (30 mins to prepare 3-minute presentation)  | clas   |
|  |   | ate for students level<br>ives feedback from both peers and teacher.   | 15.30 - 17:45<br>1 to 1 sessio<br>classesing                         |
| 16.30 - 18.00:                                       | Preparation for n   | nore complex presentation on Thursday  | 7:45<br>ssic   |
|  | Students use this   | time to organise material for afternoon presentation   | 5.30 - 17:45:<br>to 1 session 2: Demo<br>lassesing                   |
| 18.00 - 18.30:                                       | Break   |  |  |
| <b>18.30 - 2</b> (<br>20.30 - 2)<br><b>21.30: 23</b> | 1.30: Dinr  | up activity:<br>ner with teachers<br>up activity   |  |



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### Maestros I2 - Day 2 - Tuesday

|              |   |   | _  |
|--------------|---|---|--|
|              | 0: Breakfast  |   |  |
| 09.00 - 11.3 | D: E<br>Topics:   | ducation Homework check and review Comparing education systems Discussing what we study and why   |  |
|              | Objectives:   | What would you do if you were the principal?<br>The evolution of education and discipline<br>Discussing education, types of studies and why we choose them<br>Comparing education systems and qualifications<br>Discussing how you would run a school or university<br>Talking about how classroom dynamics and behaviour of students<br>have changed |  |
|              | Grammar:  | Discussing the evolution of education and its future advances<br>Debating whether higher education always pays off<br>Past modals<br>The passive voice  | 1.45 - 14.<br>eaching  |
| 11:30-11:45  | В   | reak  | 4.00:1<br>g tech<br>izatio   |
|              | 5: <b>C</b>   | ulture and Customs  | hniqu<br>n   |
|              | Topics:<br>Objectives:  | Stereotypes - changing opinions<br>Customs and traditions<br>The generation gap - changing manners and habits<br>How language reflects changes in culture<br>Discussing stereotypes and where they come from<br>Talking about changing perceptions of "foreigners"  | i.45 - 14.00:1 to 1 session 1:<br>eaching techniques - Concept<br>مەرەتتەر |
|              | Grammar:  | Describing customs and trraditions in Spain<br>Describing and understanding customs in other cultures<br>Debating how customs have changed through the generations<br>Talking about the way language has evolved<br>Adverbs of frequency<br>"Used to"   | pt   |
| 14.15 - 15.3 | 0: L  | unch with teachers  |  |
| 15.30 - 18.0 | 0: <b>T</b>   | he Cyber Age  | 15.3<br>1 to<br>Den  |
|              | Topics:<br>Objectives:  | The Internet - how has it changed our lives<br>Social networking<br>Internet dangers Illegal<br>downloads Discussing<br>the internet<br>Discussing social networking  | 15.30 - 17:45:<br>1 to 1 session<br>Demo                                   |
|              | Grammar:  | Talking about the dangers of the internet from fraud to "predators"<br>Debating the illegal downloading of music, film, and other files<br>Unreal conditionals<br>The verb "to get"   | 2:   |
|              | Presentation Pr   | actice Verbs of prohibition Berlitzmougur   | IIIME  |
| 18.00 - 18.3 | 0: <u>B</u>   | reak  | Griskonskiad Internacion<br>Standardisz Petayo                             |
|              | <b>18.30 - 20.30:</b><br>20.30 - 21.30:<br><b>21.30: 23.00:</b> | Group activity:<br>Dinner with teachers<br>Group activity   |  |

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### Maestros I2 - Day 3 - Wednesday

#### 08.30 - 09.00: Breakfast

| 08.30 - 09.00: Breakfast                                 |  |
|--|--|
|  | The World of Work  |
| Topics:<br>Objectives:<br>Grammar:                       | Homework check and review Dream<br>jobs - what it takes to get them Where<br>to look and how to apply Preparing<br>your CV<br>Are some professions overpaid/underpaid?<br>Talking about dream jobs - and not so "dreamy" professions<br>Discussing job applications - where to find listings and how to apply<br>Talking about CVs, their content, how to organise the information<br>Discussing salaries, comparing overpaid and underpaid professions<br>Talking about equality in the workplace<br>Adjectives and prepositions<br>Phrasal verbs with "to look +" and "to turn +"<br>Simple past and present perfect   |
| 11:30-11:45  | Break Dig C  |
|  | Moving Places  |
| Topics:<br>Objectives:                                   | Biscussing salaries, companing overplate and underplate professions         Talking about equality in the workplace         Adjectives and prepositions         Phrasal verbs with "to look +" and "to turn +"         Simple past and present perfect         Break         Moving Places         Travel - bookings, traps, tips, and advice         Medical problems while abroad         What you need to do when moving abroad         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 |
| Grammar:   | Discussing things to take into account when renting<br>Talking about the thngs needed to establish oneself in a foreign country<br>"Wish" and "if only"<br>Using the subjuctive to recommend / give orders   |
| 15.30 - 18.00:   | Estationest  |
| Topics:<br>Objectives:                                   | Entertainment<br>The influence of film, television and music on society<br>Reality shows - is it really entertainment?<br>Pop stars - are manufactured bands killing music?<br>Literature - the uncertain future of the printed world<br>Discussing the influence of film and music over behaviour and culture<br>Talking about role models and negative influences<br>Debating the creation of manufactured bands/stars and go-it-alone<br>musicians  |
| Grammar:<br>Presentation F                               | Practice Discussing reading habits - why read it when I can watch it?<br>Discussing other influences leading to the demise of books<br>Reported speech with time expressions<br>Conjuctions - providing that / as long as and in spite of / despite  |
| 18.00 - 18.30:   | Break  |
| <b>18.30 - 20.</b><br>20.30 - 21.3<br><b>21.30: 23.0</b> | 30: Dinner with teachers   |

### Maestros I2 - Day 4 - Thursday

| <b>08.30 - 09.00:</b>    | Breakfast     |             |  |  |  |
|--------------------------|---------------|-------------|--|--|--|
| • 11.30:                 |               | Interviews  |  |  |  |
| т                        | opics:        |             | Homework check and review<br>Preparing for the interview - research and dress<br>Interview questions - interview practice<br>Equality when choosing and in the workplace<br>Selecting a candidate  |  |  |
|                          | Objectives:   |             | Researching a company, what information to look for<br>Discussing how to dress for an interview, and make a<br>Introducing yourself with the right level of language<br>Practicing talking about yourself - background, skills,<br>Practicing answering a asking typical and non-typical<br>Discussing inequality at the moment of selecting can | a good impression<br>etc.<br>I interview questions | 11.45 - 14.00<br>Teaching te<br>Techniques                                     |
| C                        | Grammar:      |             | Phrasal verbs with "to take +" and "to put +"<br>Question forms  |  | 14.00:1<br>ing tecl<br>iques   |
| 11:45<br>11:30-          |               | Break       |  |  | 1 to 1<br>hniqu  |
| 11.45 . 14.15:           |               | Leisure and | Socialising  |  | ) 1 sc<br>que:   |
| T                        | Topics:       |             | Going out<br>Parties and celebrations<br>What do you do in your free time? - window shopping   | g, watching  | 1.45 - 14.00:1 to 1 session 1:<br>eaching techniques - Correction<br>echniques |
| C                        | Objectives:   |             | sports<br>Talking about going out - the language of "hooking up<br>Discussing parties and different kinds of celebrations<br>Talking about free time activities with friends - shoppi<br>out, etc.   | ing, hanging                                       | lion   |
| C                        | Grammar:      |             | Talking about free time activities - sports and outdoor<br>Short answers<br>Question forms   | r activites  |  |
| - <b>15.30:</b><br>14.15 |               | Lunch with  | teachers   |  |  |
|                          |               | The Environ |  |  | 15.<br>Re  |
|                          | Topics:       |             | Homework check and review<br>Modern environmental issues - world impact<br>Doing my part - how can we save the world?<br>On the brink - animals in danger of extinction  |  | 15.30 - 17:45:<br>1 to 1 session 2:<br>Reading                                 |
|                          | Objectives:   |             | Natural disasters; at-the-scene reports<br>Discussing how much we know about the world<br>Talking about environmental issues<br>Talking about how we can help the environment<br>Discussing animals on the brink of extinction<br>Describing natural disasters   |  | in 2:  |
| 1                        | Grammar:      |             | Gerund or infinitive after verbs - meaning changed<br>Phrasal verbs using the particle "out"   | Berlitzmass  |  |
| _                        |               |             |  |  | Universidad Internacional<br>Standadez Pelayo                                  |
| - 18.30:<br>18.00        |               | Break       |  |  |  |
|                          | 3.30 - 20.30: |             | Group activity:  | 2  | -Pac   |
| 20                       | 0.30 - 21.30: |             | Dinner with teachers   | A  | A a M  |
| 21                       | 1.30: 23.00:  |             | Group activity   | English Insuscriber                                | Course - General 12  |
|                          |               |             |  | opini 🛣  | Berlit   |
|                          |               |             |  |  | 60   |

English Immersion Course UIMP

### Maestros I2 - Day 5 - Friday

| 08.30 · | - <b>09.00:</b> Bre | eakfast                                 |                                   |  |                                      |                                   |                              |
|---------|---------------------|---|-----------------------------------|--|--------------------------------------|-----------------------------------|------------------------------|
|         |                     |   |                                   |  |                                      |                                   |                              |
|         | - 18.00:            |   | Student prese                     | entations  |                                      |                                   |                              |
|         | Stuc                | dents, in tl<br>king on as              | heir groups pe<br>s an on-going h | form the presentations they have been onework activity.  |                                      | 4                                 |                              |
|         | The                 | y wil recei                             | ive feedback fr                   | om both teacher and classmates.  |                                      |                                   |                              |
|         |                     |   |                                   |  |                                      | Teaching teo<br>reading           | 11.45 - 14.00:               |
| 11:30-1 | 11:45               |   | Break                             |  |                                      | shni                              | to                           |
|         | 14.15:              |   | Technology a                      | nd the Future  |                                      | que                               | Se 1                         |
|         |                     | pics:<br>ojectives:                     |                                   | Essential gadgets<br>The inventions that changed our world<br>Video games - do they really have a negative influence<br>What the future holds<br>Describing gadgets and what they do   | 9?                                   | eaching techniques - Demo Class - | 14.00:1 to 1 session 1:      |
|         |                     | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |                                   | Creating a gadget / invention and selling it<br>Discussing inventions, ordering, debating<br>Talking about video games and games industry<br>Deciding if video games can be considered art and disc<br>influence over children | cussing their                        | ass -                             |                              |
|         | Gra                 | ammar:                                  |                                   | Talking about what the future might hold in terms of tec<br>Modifying comparisons  | hnology                              |                                   |                              |
| 14.15 · | - 15.30:            |   | Lunch with te                     | achers   |                                      |                                   | N                            |
|         | - 18.00:            |   | FINAL EXAM                        | AND EVALUTATIONS and Review  |                                      |                                   | <b>'51</b><br>Berlitz        |
|         |                     |   | lo the final ex<br>hrough revisio | am, fill out the evalutions, and review what they hav<br>on exercises.   | re seen during                       | o 1 session 2:<br>odhack/Review   | 12:30 - 17:45:<br>[2015 Berl |
| 18.00   |                     | Finish                                  |                                   |  | Berlitzmenter                        | MP                                |                              |
|         |                     |   |                                   |  | Englahenensia Gruns - Caura<br>Barta | Borlitx)                          | 61                           |

### Maestros - English

## Course syllabus - Level S1 Maestros

(plan docente)

#### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - S1 MAESTROS

#### Level: S1

**Duraction:** 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 operations in an interactive way.
- Enouraging 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.

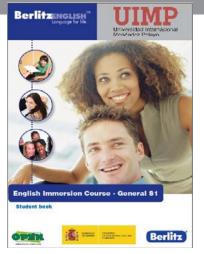
#### Grammatical content:

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  |  |   |
|----------------|--|--|---|
|                |  |  |   |
|                | Teachers use prepar<br>While oral tests are<br>Students are graded<br>*After class on Mono<br>Any changes wicill b | red questions and test approx. 5 students each.<br>being conducted, students are completing a written test.<br>d numerically, with these provisional grades noted.<br>day, teachers will review level grades with students performance in c<br>be entered in the Amended level evaluation" form. | lass.   |
| 10:30-11:30 10 | ce-breaker games (in gro   |  |   |
|                | Getting to know one<br>min)  | another: Students work in pairs to obtain information about each oth   | ier (10   |
| 11:30-11:45    | Presentations: Each<br>Break   | student must present their partner to the rest of the aroup.   | intr  |
| 11.45 - 14.15: | Presentations:   |  | 1.45 - 14<br>eaching<br>ntroduc-                            |
|                | Topics:  | Types of presentations<br>Audience awareness - Rapport<br>Language of presentations - Openings and outlines<br>Language of presentations - transitions and main body<br>Preparing, using and explaining visuals  | 1.45 - 14.00:1 to 1 ses<br>eaching techniques -<br>ntroduc- |
|                | Objectives:<br>Grammar:  | Understanding your audience<br>Building rapport and involving participants<br>Putting into practice the language of presentations<br>Talking about types of visual aids and describing them<br>Question tags   | 1 session 1:<br>ues -                                       |
| 14.15 - 15.30: | Lunch wi   | th teachers  |   |
|                | Student presentat  | ions (30 mins to prepare 3-minute presentation)  |   |
|                | Subjects appropriat<br>Each student receiv   | e for students 'level<br>ves feedback from both peers and teacher.   | 5.30 - 17:⁄<br>to 1 sess<br>assesing                        |
| 16.30 - 18.00: | Preparation for mo   | ore complex presentation on Thursday   | 7:4(<br>na  |
|                | Students use this ti   | me to organise material for afternoon presentation   | - 17:45:<br>session 2: Demo<br>ssing                        |
| 18.00 - 18.30: | Break  |  | ō   |
| 20             | <b>.30 - 20.30:</b><br>.30 - 21.30:<br><b>.30: 23.00:</b>  | Group activity:<br>Dinner with teachers<br>Group activity  |   |
|                |  |  |   |

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### Maestros S1 - Day 2 - Tuesday

|                                     |   | Education and its uses  |                               |
|-------------------------------------|---|---|-------------------------------|
|                                     | Topics:   | Homework check and review<br>Systems of education at home and abroad<br>Gaining qualifications and what they represent<br>Education and employability   |                               |
|                                     | Objectives:   | What is involved in class preparation<br>Discussing the pros and cons of different education systems<br>Debating how useful qualifications are vs. experience<br>Talking about what your education has allowed you to do  | 1                             |
|                                     | Grammar:  | Establishing how to organize a lesson plan<br>Reflexives<br>Passive Voice   | intorn                        |
| 1:30-11:45                          | Break   |   | ng te                         |
|                                     |   | Culture Influences and Traditions   | echi                          |
|                                     | Topics:   | How cultures differ<br>The importance of tradtion<br>Does tradition ever become outdated?<br>Multi-cultural society   | ng techniques - (<br>lization |
|                                     | Objectives:<br>Grammar:                                 | Talking about the differences and stereotypes of different cultures<br>Discussing how tradition is used to reinforce culture<br>Debating the pros and cons of multi-cultural society<br>Contractions  | Concept                       |
|                                     |   | Adverbs vs adjectives   | Ť                             |
|                                     |   | Lunch with teachers   | Î                             |
|                                     | ):  | Lunch with teachers The Digital World   |                               |
|                                     |   | Lunch with teachers<br>The Digital World<br>The development of the internet<br>The social media boom<br>Problems associated with the internet   | 1 to 1<br>Demo                |
|                                     | ):  | Lunch with teachers         The Digital World         The development of the internet         The social media boom         Problems associated with the internet         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   |                               |
|                                     | ):<br>Topics:   | Lunch with teachers         The Digital World         The development of the internet         The social media boom         Problems associated with the internet         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         Debating the issue of illegally downloading material         Phrasal verbs             | 1 to 1 session 2<br>Demo      |
|                                     | ):<br>Topics:<br>Objectives:                            | Lunch with teachers         The Digital World         The development of the internet         The social media boom         Problems associated with the internet         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         Debating the issue of illegally downloading material         Phrasal verbs         Punctuation | 1 to 1 session 2<br>Demo      |
| <b>4.15 - 15.30</b><br>5.30 - 18.00 | :<br>Topics:<br>Objectives:<br>Grammar:<br>Presentation | <b>Unch with teachers Dipital Word</b> Re development of the internet         The social media boom         Problems associated with the internet         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         live         Discussing the problems associated with the internet         Debating the issue of illegally downloading material         Phrasal verbs         Punctuation          | 1 to 1 session 2<br>Demo      |
|                                     | :<br>Topics:<br>Objectives:<br>Grammar:<br>Presentation | <b>Lunch with teachers Dipital World</b> The development of the internet         The social media boom         Problems associated with the internet         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         Debating the issue of illegally downloading material         Phrasal verbs         Punctuation      | 1 to 1 session 2:<br>Demo     |

English Immersion Course UIMP

### Maestros S1 - Day 3 - Wednesday

| 09.00 - 11.30:  | The Profess   | sional world   |   |
|---|---|--|---|
| Τοι   | pics:   | Homework check and review<br>The job market<br>The realities of certain job profiles<br>How to look for work   |   |
| Ob  | ojectives:  | How to prepare a CV for today's job market<br>Talking about how the world of work has changed over time<br>Discussing the influence of TV in the perception of job profiles<br>Where to look for jobs How  | 11.4<br>Tea   |
| Gra   | ammar:  | to prepare a good CV<br>Future passive voice<br>Formal vs informal language structures   | .45 - 14.00:1 to 1 session 1:<br>eaching techniques - Free s<br>rtivities         |
| 1:30-11:45  | Break   |  | to 1  |
|   | Travelling  |  | l se  |
|   | ppics:  | Organising a trip<br>Establishing yourself abroad for both short and longer periods of<br>time<br>What to do in case of emergency while abroad<br>The realities of living abroad   | 1.45 - 14.00:1 to 1 session 1:<br>eaching techniques - Free speaking<br>crivities |
| Ob  | bjectives:  | Talking about the advantages and disadvantages of living abroad<br>Discussing the preparatory measures needed before going abroad<br>Talking about how to find a place to stay for the long and short- term  | king  |
| Gr  | rammar:   |  |   |
|   | annar.  | Imperative<br>Subjuctive in requests   |   |
| 4.15 - 15.30:   | Lunch with  | Subjuctive in requests   |   |
| 1 <b>4.15 - 15.30:</b><br>15.30 - 18.00:                        |   | subjuctive in requests   | 15<br>1 t   |
| 15.30 - 18.00:  | Lunch with  | Subjuctive in requests teachers ent TV programme genres The influence of popular culture on society Censorship in the 20th Century   | 15.30 - 17:45<br>1 to 1 sessio  |
| 15.30 - 18.00:<br><b>Top</b> i                                  | Lunch with<br>Entertainme   | Subjuctive in requests teachers ent TV programme genres The influence of popular culture on society Censorship in the 20th Century Will books become obsolete? Talking about different types of TV programme   | 15.30 - 17:45:<br>1 to 1 session 2:   |
| 5.30 - 18.00:<br>Topi<br>Obje                                   | Lunch with<br>Entertainme<br>Dics:  | Subjuctive in requests teachers ent TV programme genres The influence of popular culture on society Censorship in the 20th Century Will books become obsolete?   | ζ Δ Õ   |
| 15.30 - 18.00:<br>Topi<br>Obji<br>Gran                          | Lunch with<br>Entertainme<br>Dics:<br>jectives:                                 | subjuctive in requests<br>teachers<br>ent<br>TV programme genres<br>The influence of popular culture on society<br>Censorship in the 20th Century<br>Will books become obsolete?<br>Talking about different types of TV programme<br>Debating to what extent, if any, society is influenced by pop culture<br>Reported speech<br>Prepositions        | 0 - 17:45:<br>1 session 2:  |
| 5.30 - 18.00:<br>Topi<br>Obji<br>Gran                           | Lunch with<br>Entertainme<br>bics:<br>jectives:<br>ammar:                       | subjuctive in requests<br>teachers<br>ent<br>TV programme genres<br>The influence of popular culture on society<br>Censorship in the 20th Century<br>Will books become obsolete?<br>Talking about different types of TV programme<br>Debating to what extent, if any, society is influenced by pop culture<br>Reported speech<br>Prepositions        | 0 - 17:45:<br>1 session 2:  |
| 15.30 - 18.00:<br>Topi<br>Obji<br>Gran                          | Lunch with<br>Entertainme<br>bics:<br>jectives:<br>ammar:                       | teachers<br>ent<br>TV programme genres<br>The influence of popular culture on society<br>Censorship in the 20th Century<br>Will books become obsolete?<br>Talking about different types of TV programme<br>Debating to what extent, if any, society is influenced by pop culture<br>Reported speech<br>Prepositions<br>Comparatives and superlatives | 0 - 17:45:<br>1 session 2:  |
| 15.30 - 18.00:<br>Topi<br>Obji<br>Gra<br>Pres<br>18.00 - 18.30: | Lunch with<br>Entertainme<br>bics:<br>jectives:<br>ammar:<br>sentation Practice | teachers<br>ent<br>TV programme genres<br>The influence of popular culture on society<br>Censorship in the 20th Century<br>Will books become obsolete?<br>Talking about different types of TV programme<br>Debating to what extent, if any, society is influenced by pop culture<br>Reported speech<br>Prepositions<br>Comparatives and superlatives | 0 - 17:45:<br>1 session 2:  |

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### Maestros S1 - Day 4 - Thursday

| 9.00 - 11.30 | 0:   | Interviews and how to prepare for them   |  |
|--------------|--|--|--|
|              | Topics:  | Homework check and review<br>Preparing for a job interview<br>Typical questions and answers<br>Equal opportunities when applying for a job   |  |
|              | Objectives:                                    | Practicing interviews<br>Talking about how to prepare for an interview<br>Discussing what questions and answers generally come up in an interview<br>Debating whether everybody is equal when applying for jobs<br>Role-play interviews  | 11.4<br>Tea<br>Tec   |
|              | Grammar:                                       | Question structure and appropriate responses   | 1.45 - 14.00:<br>eaching tec<br>echniques                                      |
| 1:30-11:45   | Break  |  | hnia 1   |
| 1.45 - 14.15 | 5:   | Social Life  | que  |
|              | Topics:  | Having a social life<br>Popular celebrations home and overseas<br>Using free time well   | I.45 - 14.00:1 to 1 session 1:<br>eaching techniques - Correction<br>echniques |
|              | Objectives:<br>Grammar:                        | Talking about social activities<br>Discussing celebrations and how they bring people together<br>Debating what could be considered a "good" use of free time   | ction  |
|              | Grannar.                                       | Yet / already<br>Present perfect tense   |  |
|              | Grannia.                                       |  |  |
| 4.15 - 15.30 |  |  |  |
|              | 0:   | Present perfect tense  | 15.<br>Re  |
|              | 0:   | Present perfect tense  Lunch with teachers  The Natural World  Homework check and review  Current problems in the natural world How we can contribute to improving the environment Animals at risk of dying out  | 15.30 - 17:45<br>1 to 1 sessic<br>Reading                                      |
|              | <b>0:</b>                                      | Present perfect tense  Lunch with teachers  The Natural World  Momework check and review  Current problems in the natural world  How we can contribute to improving the environment Animals at risk of dying out Natural disasters Discussing how we have influenced changes in the natural world Talking about what we can do to improve the current environmental situation  | 15.30 - 17:45:<br>1 to 1 session 2:<br>Reading                                 |
|              | 0:<br>0:<br>Topics:                            | Present perfect tense  Lunch with teachers  The Natural World  Homework check and review  Current problems in the natural world How we can contribute to improving the environment Animals at risk of dying out Natural disasters Discussing how we have influenced changes in the natural world Talking about what we can do to improve the current environmental   | 7:45:<br>ssion   |
| 5.30 - 18.00 | 0:<br>0:<br>Topics:<br>Objectives:<br>Grammar: | Present perfect tense<br>Lunch with teachers<br>The Natural World<br>Memwork check and review<br>Current problems in the natural world<br>How we can contribute to improving the environment<br>Animals at risk of dying out<br>Natural disasters<br>Discussing how we have influenced changes in the natural world<br>Talking about what we can do to improve the current environmental<br>situation<br>Debating how important it is to save all animals<br>Conditionals<br>Get used to | 7:45:<br>ssion 2:  |
|              | 0:<br>0:<br>Topics:<br>Objectives:<br>Grammar: | Present perfect tense  Lunch with teachers  The Natural World  Momework check and review  Current problems in the natural world How we can contribute to improving the environment Animals at risk of dying out Natural disasters Discussing how we have influenced changes in the natural world Talking about what we can do to improve the current environmental situation Debating how important it is to save all animals Conditionals Get used to                                   | 7:45:<br>ssion   |

| Ινίαθοι              | 105 31 - L                                       | Jay 5 - Friday  |   |
|----------------------|--|---|---|
| 08.30 - 09.00: Break | dast   |   |   |
|                      |  |   | ÷.  |
| workin               | g on as an on-going h                            | form the presentations they have been   |   |
|                      |  |   | 11.45 - 14.00:1 to 1 session 1:<br>Teaching techniques - Demo<br>reading        |
|                      | The Technol                                      | anical World  | to 1  |
|                      | The Technolo<br>cs:<br>ectives:<br>nmar:         | The most significant inventions<br>Video games and their repercussions in society<br>Too technological?<br>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<br>Talking about how life will change with future inventions<br>Comparatives   | 1.45 - 14.00:1 to 1 session 1:<br>Teaching techniques - Demo Class -<br>reading |
| 14.15 - 15.30:       | Lunch with to                                    | Superlatives  | <u>11</u>   |
| 15.30 - 18.00:       | FINAL EXAM                                       | AND EVALUTATIONS and Review   | یا<br>15.30<br>1 to 1<br>ا  |
|                      | dents do the final ex<br>week through revisi     | am, fill out the evalutions, and review what they have seen during on exercises.  | 102⊚<br>- 17:45:<br>  session 2:<br>  back/R evie                               |
|                      | age activity spread to<br>duration of the course | review and consolidate the language seen over   | n 2:<br>View  |
| 18.00 F              | inish  |   | TET TANKA   |
|                      |  | English Immunities Courses - Course<br>Brains Immunities Courses - Courses<br>Brains Immunities - Courses<br>Br | Berlin:<br>67   |

### Maestros - English

## Course syllabus - Level S2 Maestros

(plan docente)

#### Overview:

Cursos de Inmersión en Lengua Inglesa 2016 - S2 MAESTROS

#### Level: S2

#### Duraction: 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.
- Enouraging 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.

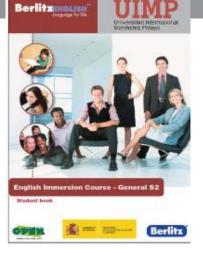
#### Grammatical content:

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   |   |  |
|----------------|---|---|--|
|                |   |   |  |
| 10:30-11:30    | While oral tests are bein<br>Students are graded nu<br>*After class on Monday | questions and test approx. 5 students each.<br>ng conducted, students are completing a written test.<br>Imerically, with these provisional grades noted.<br>, teachers will review level grades with students performance in class<br>entered in the Amended level evaluation" form.<br>groups)   | š.   |
|                | min)  | nother: Students work in pairs to obtain information about each other sudent must present their partner to the rest of the group.   | (10  |
| 11:30-11:45    | Break   |   | 11.4<br>Tea<br>intr  |
| 11.45 - 14.15: | Presentations:  |   | 11.45 - 14<br>Teaching<br>introduc-                                  |
|                | Topics:<br>Objectives:<br>Grammar:  | Types of presentations<br>Audience awareness - Rapport<br>Language of presentations - Openings and outlines<br>Language of presentations - transitions and main body<br>Preparing, using and explaining visuals<br>Understanding your audience<br>Building rapport and involving participants<br>Putting into practice the language of presentations<br>Talking about types of visual aids and describing them<br>Question tags | 11.45 - 14.00:1 to 1 session 1:<br>Feaching techniques -<br>ntroduc- |
| 14.15 - 15.30: | Lunch with t  | eachers   |  |
| 15.30 - 16.30: | Student presentation  | s (30 mins to prepare 3-minute presentation)  | cla 15.  |
|                | Subjects appropriate for<br>Each student receives                             | or students 'level feedback from both peers and teacher.  | 15.30 - 17:4<br>1 to 1 sess<br>classesing                            |
| 16.30 - 18.00: | Preparation for more  | complex presentation on Thursday  | - 17:45:<br>session<br>esing   |
|                | Students use this time  | to organise material for afternoon presentation   | 5.30 - 17:45:<br>to 1 session 2: Demo<br>lassesing                   |
| 18.00 - 18.30: | Break   |   | 0  |
|                | <b>18.30 - 20.30:</b><br>20.30 - 21.30:<br><b>21.30: 23.00:</b>               | Group activity:<br>Dinner with teachers<br>Group activity   |  |
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### Maestros S2 - Day 2 - Tuesday

|               | Educatio  | on  |   |
|---------------|---|---|---|
|               | Topics:   | Homework check and review UK<br>versus US Education System A<br>case study: Education in Finland<br>Different learning methodologies<br>Lesson plans  |   |
|               | Objectives:   | A look at UK acadamies<br>Comparing the UK and US education systems<br>Discussing education in Finland<br>Talking about different learning methodologies<br>Establishing how to organize a lesson plan<br>Discussing academies in the UK  | н<br>Те   |
|               | Grammar:  | Mixed Conditionals - useful expressions and phrasal verbs   | 45 -  |
| 1:30-11:45    | Break   |   | 14.0<br>ng to<br>liza   |
| 1.45 - 14.15  | : Culture   |   | 0:11<br>echi  |
|               | Topics:<br>Objectives:  | What am I like - my personal culture<br>The make up of Spanish culture A<br>view from abroad of Spaniards<br>Brits abroad<br>Cultural awareness<br>The danger of stereotyping<br>Tradition - case study: the monarchy<br>Discussing culture on a personal level<br>Discussing the make up of Spanish culture and the international view of  | .45 - 14.00:1 to 1 session 1:<br>eaching techniques - Concept<br>stornalization |
|               | Grammar:  | Spain<br>Talking about behavior of the British at home and abroad<br>Talking about the factors involved in understanding cultures<br>Debating stereotypes, their origins, and the dangers of using them<br>Discussing the monarchy and its role in cultural identity<br>Adverbs of frequency  |   |
| 14.15 - 15.30 |   | rith teachers   |   |
| 15.30 - 18.00 |   | ual World   | 15.30<br>1 to 1<br>Demo   |
|               | Topics:<br>Objectives:<br>Grammar:<br>Presentation Practice     | Internet usage<br>The generation gap with technology<br>Internet terms<br>Social networking<br>Internet and social networking dangers<br>Focus 1 - Technology addiction<br>Focus 2 - Catfishing<br>Talking about how we use the internet<br>Discussing the differences between generations when using technology<br>Discussing social networking and its importance in our lives<br>Debating the dangers of the internet and how it can affect us<br>Discussing two problems in depth: technology addiction and catfishing<br>Using 'will' and 'would' to describe habits | - 17:45:<br>session 2:  |
| 8.00 - 18.30  | ): Break  |   | 2   |
|               | <b>18.30 - 20.30:</b><br>20.30 - 21.30:<br><b>21.30: 23.00:</b> | Group activity:<br>Dinner with teachers<br>Group activity   | AL  |

### Maestros S2 - Day 3 - Wednesday

| 08.30 - 09.00: Breakfast          |   |   |
|-----------------------------------|---|---|
|                                   | The World of Work   |   |
| Topics:<br>Objectives<br>Grammar: | Homework check and review<br>The current job market<br>Human capital flight<br>Jobs of the past, present, and future<br>Preparing CVs and cover letters<br>Discussing the current state of the job market<br>Talking about the difficulties faced by job seekers<br>Debating human capital flight and the impact on the national economy<br>Discussing the evolution of employment and job types over time<br>How to prepare a good CV<br>Formal vs Informal Language - verb tense review | 11.45 - 14<br>Teaching<br>activities  |
|                                   |   | .45 - 14.00:1 to 1 session 1:<br>eaching techniques - Free s<br>tivities            |
| 11:30-11:45                       | Break   | nique   |
|                                   | Heading abroad  | ses   |
| Topics:                           | Travel - good and bad experiences<br>Confusing signs what did they mean to say?<br>Emergencies when travelling<br>Moving abroad - things to consider<br>Accommodation questions   | 1.45 - 14.00:1 to 1 session 1:<br>Feaching techniques - Free speaking<br>activities |
| Objectives<br>Grammar:            | Look at the often incorrect language used on signs abroad<br>Talking about emergencies and what can go wrong when abroad<br>Discussing the considerations to make when moving abroad<br>Talking about accommodation issues abroad   | king  |
| 14.15 - 15.30:                    | Lunch with teachers   |   |
|                                   | Entertainment   |   |
| Topics:<br>Objectives:            | Our entertainment<br>Time well spent?<br>Less common forms of entertainment<br>Film or book - book or E-book<br>Reality shows   | 15.30 - 17:45:<br>1 to 1 session 2<br>Demo  |
| Grammar:                          | Debating whether we are wasting time or using it constructively<br>Talking about odd forms of entertainment<br>Discussing the argument for reading over viewing<br>Discussing the addiction to reality television<br>Talking about TV and its obligation to inform as well as entertain   | אַ<br>sesing  |
|                                   |   |   |
| Presentation                      | n Practice  |   |
| 18.00 - 18.30:                    | Break   |   |
| 18.30 - 20                        | ).30: Group activity:   |   |

 18.30 - 20.30:
 Group

 20.30 - 21.30:
 Dinner

 21.30: 23.00:
 Group

Group activity: Dinner with teachers Group activity

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### Maestros S2 - Day 4 - Thursday

| 08.30 - 09.00: Breakfast                                     |   |   |
|--|---|---|
|  | Interviews  |   |
| Topics:  | Homework check and review The<br>importance of a good interview<br>Being prepared<br>7 seconds - making a good impression<br>Strengths and weaknesses<br>Skills   |   |
| Objectives:<br>Grammar:                                      | Interview questions + interview practice  | 11.45 - 14.00<br>Teaching ter<br>Toolarismo                       |
| 11:30-11:45  | Break   | :1 to<br>chnia  |
|  | Language  | ique  |
| Topics:  | The origins of language<br>Language acquisition<br>Dialects vs. language<br>Being P.C.<br>Idioms  | 1.45 - 14.00:1 to 1 session 1:<br>Faching techniques - Correction |
| Objectives:  | about language acquisition and two main theories Debating the<br>line between dialect and language Discussing the importance of<br>a dialect for regional identity<br>Taking about being politically correct and how language has adapted Looking | on  |
| Grammar:<br>14.15 - 15.30:                                   | at the way language is changing in the face of new technology Contractions  |   |
| 15.30 - 18.00:   | The Environment   |   |
| Topics:  | Homework check and review<br>Environment facts<br>Current problems in the natural world<br>International stances on the environment<br>Animals at risk of dying out   | 5.30 - 17:45:<br>to 1 session 2:                                  |
| Objectives<br>Grammar:                                       | Talking about environmental problems, their causes and affects<br>Discussing view points of different countries concerning the environmen<br>Discussing animals on the brink of extinction<br>Talking about natural disasters                     |   |
|  |   | Berlitzenegeset   |
| 18.00 - 18.30:   | Break   |   |
| <b>18.30 - 20.30</b><br>20.30 - 21.30<br><b>21.30: 23.00</b> | D: Dinner with teachers   | English Immersion Course - General 82                             |

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### Maestros S2 - Day 5 - Friday

| 08.30 - | • 09.00: Breakfast             |  |                                    |                                |                              |
|---------|--------------------------------|--|------------------------------------|--------------------------------|------------------------------|
|         |                                |  |                                    |                                |                              |
|         | 11.30:                         | Student presentations  |                                    |                                |                              |
|         | Students, in the working on as | heir groups perform the presentations they have been an on-going homework activity.  |                                    | <u> </u>                       |                              |
|         | They wil recei                 | ive feedback from both teacher and classmates.   | Feaching techniques - Demo Class - | 1.45 - 14.00:1 to 1 session 1: |                              |
| 11:30-1 | 11:45                          | Break  | ÿ                                  | oissio                         |                              |
|         | 14.15:                         | Leisure  | emo                                | 5<br>1                         |                              |
|         | Topics:                        | Different leisure activities<br>Gender differences Going<br>out<br>Are our leisure habits changing Talking   | Class -                            |                                |                              |
|         | Objectives:                    | about different leisure activities<br>Discussing the influence gender has on how we spend our leisure<br>Talking about the language of going out<br>Discussing changing leisure habits |                                    |                                |                              |
| 14.15 - | 15.30:                         | Lunch with teachers  |                                    |                                |                              |
|         | · 18.00:                       | FINAL EXAM AND EVALUTATIONS and Review   | 1 to                               | 15.3                           |                              |
|         |                                | do the final exam, fill out the evalutions, and review what they have seen during<br>through revision exercises.   | 1 session 2:<br>Ihack/Review       | 0 - 17:45:                     | ©2015 Berlitz<br>Corporation |
| 18.00   | Finish                         |  |                                    |                                |                              |
|         |                                |  | Berlitz                            | 73                             |                              |