

## Course syllabus - Level A2 (plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa A2

### Level: A2

### Duration: 40 hours (class time)

### Student profile:

Aimed at university students 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:

- 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.

### Topics:

Presenting and presentation techniques, English. Education, Sport, Job searching and work practices, Going places, Professional life (employment, CVs), Culture and Society, Crime and Punishment, Interviews, Entertainment, Technology and the future, the environment.

### Grammatical content:

Prepositions of time, past tense review, 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).

UIMP - English Immersion Course

General A2+ Student Book



# A2 - Day 1 - Monday



**08.30 - 09.00:** Breakfast  
**09:00 - 10:30** Level testing:  
 Teachers use prepared questions and test approx. 5 students each.  
 While oral tests are being conducted, students are completing a written test.  
 Students are graded numerically, with these provisional grades noted.  
 \*After class on Monday, teachers will review level grades with students' performance in class.  
 Any changes will be entered in the Amended level evaluation" form.

**10:30-11:30** Ice-breaker games (in groups): Getting to know one another: Students work in pairs to obtain information about each other (10 min) Presentations: Each student must present their partner to the rest of the group.

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

**11.45 - 14.15:** **Presentations:**  
**Topics:** Public Speaking **Grammar:** Question structures  
 Good versus bad presentation styles  
 Important questions  
 The audience  
 Presentation structure and useful language  
 - Introductions - Main body - Conclusions

**Objectives:** Learning good public speaking techniques  
 Looking at the key questions we should consider when thinking of a presentation  
 Discussing the audience  
 Practising presentation structure  
 Using new vocabulary and expressions  
 Practicing presenting in front of an audience

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **English 101**  
**Topics:** Pronunciation practice - Alphabet  
 Homophones  
 Same word different meaning, same word different pronunciation  
 Tongue Twisters  
 Intonation and stress  
 False friends

**Objectives:** Practice pronunciation of vowel and consonant sounds  
 See the different pronunciation and spelling of words in English  
 Practice sentences and difficult pronunciation  
 Use different intonation and stress to convert the meaning of sentences  
 Look at false friends between Spanish and English

**17.00 - 18:00:** One-to-One sessions + On-going group project  
 Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# A2 - Day 2 - Tuesday

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General A2+ Student Book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30**  
**Education**  
**Topics:** Report cards - evaluating your school  
 School subjects  
 Different schooling  
 Sell your school  
 Changing 'facts'  
 Schooling of the future

**Objective:** Discussing the positive and negative aspects of your school  
 Talking about the subjects taught in schools  
 Discussing what subjects you would add or remove from school  
 Describing images of schooling from different cultures/societies  
 Presenting/promoting your school and trying to 'sell it'  
 Discussing 'facts' which were taught in schools that have now changed  
 Discussing what you think the future of schooling will be like

**Grammar:** Prepositions of time  
 'Used to'

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

**11.45 - 14.15:**  
**Sport:**  
**Topics:** Types of sport  
 Making predictions  
 The rules of the game  
 Creating a sport  
 Numbers  
 Sports people's earnings  
 Is it a sport?  
 Inequality in earnings between men and women in sports

**Grammar:** Modal verbs of obligation

**Objectives:** Describing different types of sports  
 Describing actions and making predictions based on them  
 Talking about rules and using modals to explain them  
 Creating a sport, describing, and outlining the rules  
 Learning to talk about large numbers and practicing  
 Discussing how much sports stars earn  
 Debating which sports deserve to be considered sports, and which sport for the Olympics  
 Discussing and debating the earnings gap between male and female athletes

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:**  
**Going Places:**  
**Topics:** Choosing a holiday  
 Accommodation  
 Transport  
 Preparing luggage  
 Illness when abroad  
 Moving to another country

**Objectives:** Deciding on/debating travel destinations for certain types of trip  
 Learning expressions and vocabulary to book accommodation in English  
 Talking about types of transport, transport preferences, and comparing modes of transport  
 Debating the items to take on certain types of holiday  
 Explaining illness and pains in English, visiting a doctor  
 Discussing the preparations needed when moving to a foreign country  
 Talking about what might need to be done upon arrival in foreign country

**17.00 - 18:00:** One-to-One sessions + On-going group project  
 Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# A2 - Day 3 - Wednesday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Professional life**  
**Topics:** Professions  
 Dream vs. realistic jobs  
 Best and worst jobs  
 Job listings  
 CVs  
 Selecting candidates

**Objective:** Talking about different professions of today and the future  
 Discussing Dream jobs and realistic jobs  
 Describing images and discussing what makes a profession a good job or bad job  
 Understanding job listings and matching skills  
 Comparing well written and badly written CVs  
 Discussing the information found on a CV and the order  
 Debating the validity of candidates for a certain job description

**Grammar:** Present perfect tense

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

**11.45 - 14.15:** **Culture:**  
**Topics:** Physical description  
 EU cultural quiz  
 Stereotypes  
 Personality traits  
 Customs  
 Food culture

**Objectives:** Describing a person physically, asking questions  
 Taking the EU cultural quiz and formulating questions for the Spanish quiz  
 Discussing stereotypes and talking about personality traits  
 Explaining customs and talking about customs from other countries  
 Organizing a cultural event  
 Describing different dishes, and explaining how they are made  
 Discussing eating habits and how they are influenced by culture and society

**Grammar:** Adjectives of frequency

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Crime:**  
**Topics:** Common Crimes  
 Fitting punishments  
 Is it really a crime?  
 What would you outlaw?  
 A court case

**Objectives:** Describing common crimes  
 Discussing punishments and debating how you would punish certain crimes  
 Discussing activities that may not be seen as illegal  
 Talking about consequences and cause and effect  
 Deabting what activities you would make illegal  
 Practicing a court case

**Grammar:** Cause and effect

**17.00 - 18:00:** One-to-One sessions + On-going group project  
 Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

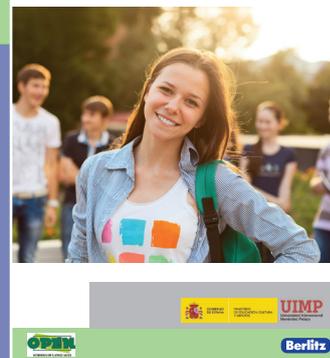
**18.00 - 18.30:** Break

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

# A2 - Day 4 - Thursday

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General A2+ Student Book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Interviews**  
**Topics:** Preparing for an interview  
Interview preparation tips  
Typical interview questions  
Skills and abilities  
Reasons for interview failure  
Mock interviews

**Objective:** Talking about kinds of jobs and how to be prepared for them  
Discussing what you can do to be well prepared ahead of an interview  
Understanding helpful tips on how to be prepared  
Formulating, understanding, and answering typical interview questions  
Talking about and reflecting on skills and abilities  
Explaining reasons for interview failure and what not to do  
Practicing mock interviews and giving feedback to peers

**Grammar:** Conditional sentences  
Reflexive pronoun

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

**11.45 - 14.15:** **Entertainment:**  
**Topics:** Viewing habits  
Types of television programs  
The influence of television  
Varied forms of entertainment  
Cinema  
The written word

**Grammar:** Phrasal verbs  
Reported speech

**Objectives:** Discussing viewing habits and hours spent with television  
Debating the negative and positive influence of television  
Talking about different forms of entertainment  
Promoting/'selling' a less popular form of entertainment  
Practicing interview questions and reporting findings  
Creating a mini performance in English  
Discussing books and their future

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Technology & the future:**  
**Topics:** The internet and its uses  
Social networks  
Gadgets and product descriptions  
Future predictions  
Your ideas of the future

**Grammar:** Past participles  
Future tenses

**Objectives:** Describing the functions of the internet  
Talking about social networks and their uses  
Understanding product descriptions of technology  
Creating a product description  
Debating possible events in the future  
Explaining your perceptions of the future

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# A2 - Day 5 - Friday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **My footprint**  
**Topics:** The future of our planet  
Vocabulary of the environment  
Environmental issues  
How we can help  
The weather

**Objective:** Debating the future of our planet  
Using vocabulary related to the environment  
Discussing environmental issues  
Looking at and presenting ideas for how we can help the planet  
Talking about extreme weather conditions

Grammar: The passive voice

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

**11.45 - 14.15: Student presentations:**

Students, in their groups perform the presentations they have been working on as an on-going homework activity. They will receive structured feedback from both teacher and classmates.

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00: FINAL EXAM AND EVALUTATIONS**

Student will take final exam and fill out all necessary paperwork for the course. There will also be a chance to consolidate their learning from the week.

**17:00 - 18:00 FINAL PERFORMANCE ACTIVITY**

Student will perform the group representation that they have been working on during the afternoon sessions from Monday to Thursday in front of their peers. Performances will be given feedback and rated.

**18.00** Finish



## Course syllabus - Level B1 (plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa - B1

### Level: B1

### Duration: 40 hours (class time)

### Student profile:

Aimed at university students with an B1 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:

- To improve oral fluency and comprehension within the level.
- To acquire and improve on such communication skills as debating, discussing, presenting, 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.

### Topics:

Presenting and presentation techniques, English. Education, Sport, Job searching and work practices, Going places, Professional life (employment, CVs), Culture and Society, Crime and Punsishment, Interviews, Entertainment, Technology and the fututre, the environment..

### Grammatical content:

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, modifying comparisons, future perfect, future passive

### 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).

UIMP - English Immersion Course

General I1 Student Book



# B1 - Day 1 - Monday



08.30 - 09.00:  
09:00 - 10:30

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

10:30-11:30

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

11:30-11:45

Break

11.45 - 14.15:  
Topics:

## Presentations:

Good presentations and good speakers  
Different types of presentation topics  
Dos and Don'ts of presentations  
Powerpoint pros and cons  
Structure of a presentation

Grammar: Passive voice - present and past

Objectives:

Consider the qualities of a good presentation and discuss famous public speakers  
Think about the characteristics of different presentations, discuss which types you are most likely to make & listen to  
Discuss what makes a good presentation topic  
Think about common presentations "Dos" and "Don'ts" and consider the pros and cons of PowerPoint  
Discuss the structure of a presentation  
Think about ways to organize your introduction and brainstorm ways to grab the audience's attention  
Deliver a practice presentation and assess presentations by your peers  
Brainstorm a topic for Thursday's presentation

14.15 - 15.30:

Lunch with teachers

15.30 - 17:00:  
Topics:

## English 101

Heteronyms  
Similar sounding words  
Facts about the English language  
American vs. British English  
Anglo-Saxon root words  
Tongue twisters  
Your difficulties with English

Objectives:

Look at heteronyms and practice using them and their meanings  
Distinguishing between similar sounding words  
Discovering facts about the English language through a quiz  
Comparing differences between UK English and American English  
Looking at the meaning of some Anglo-Saxon root words in English  
Practicing pronunciation through some common tongue twisters  
Talking about problems that language learners may have with English  
Practicing intonation and word stress, and looking at how it changes sentence meaning

17.00 - 18:00:

One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30:

Break

18.30 - 20.30:  
20.30 - 21.30:  
21.30 - 23.00:

Group activity  
Dinner  
Group activity

# B1 - Day 2 - Tuesday

UIMP - English Immersion Course

General I1 Student Book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Education**  
**Topics:** Comparing education systems  
School subjects  
Different learning environments  
Qualifications  
Classroom politics and Teacher-Student relations  
What we study and why

**Objective:** Comparing education systems  
Learning/revising the different subjects taught in schools  
Describing different learning environments  
Talking about qualifications  
Discussing the student-teacher relationship in terms of respect and discipline  
Talking about the subjects we study and why

**Grammar:** Past tense review

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

**11.45 - 14.15:** **Sport:**  
**Topics:** Describing sports  
Commenting or reporting a sport  
Is that a sport? Deciding what is and what isn't a sport  
Discussing sporting salaries  
Female vs. Male athletes in earnings  
The rules of sport  
Doping and match fixing

**Grammar:** Modifying comparisons

**Objectives:** Describing different sports, locations, and equipment  
Being able to describe what is happening in a sporting event  
Describing the merits of sports  
Debating salaries and why some sports people earn so much more than others  
Debating why male athletes earn more than female athletes  
Describing the rules of a sport and explaining them  
Discussing doping and match fixing

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Going Places:**  
**Topics:** Travel experiences  
Packing the suitcase - what do you take  
Transport and accommodation  
Illness and injury  
Important information for travelers  
Promoting your country  
Food

**Objectives:** Describing travel experiences  
Discussing what to pack when going on a trip through a vocabulary game  
Grouping language items for travel and accommodation  
Practicing booking/making travel arrangements  
Talking about accommodation and comparing negative/positive adjectives  
Discussing illness and injuries which may occur  
Discussing important country information to be aware of before travelling  
Talking about your country  
Describing and asking about foods and ordering from a menu

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# B1 - Day 3 - Wednesday

UIMP - English Immersion Course

General 11 Student Book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30**  
**Topics:** **Professional life**  
What do I want to do - Career match  
Positions and their responsibilities  
Describe and compare - working environments  
C.V.s - Good and bad examples  
Understanding job adverts  
Discrimination in the workplace

**Objective:** Talking about job preferences and the elements of a job  
Creating a questionnaire for job seekers  
Describing and comparing different working environments  
Discussing good and bad CVs and how to improve upon them  
Talking about the content of CVs  
Understanding Job advertisements  
Talking about types discrimination in the workplace.

Grammar: Adjectives and prepositions  
The uses of 'get'

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

**11.45 - 14.15:**  
**Topics:** **Social studies:**  
Who am I - the concept of self  
Cultural influences  
Generalizations and stereotypes  
Utopia - your ideal  
Food glorious food - social influence  
The compensation culture  
Clothes maketh the man - fashion and fads  
The Social impact of the modern technology

**Objectives:** Describing the concepts that make up our 'person'  
Describing cultural influences from childhood  
Debating stereotypes and discussing their origins and dangers  
Talking about the role of food on they way we live  
Discussing the compensation culture with examples  
Talking about fashion and fads  
Discussing the role of the internet in our social lives and the impact it has

Grammar: Present perfect  
Present perfect progressive

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:**  
**Topics:** **Crime and punishment:**  
Common crimes  
Describing a suspect  
Punishments past and present  
Downloading and copying  
Court cases and the jury system + your the jury  
How the law influences our lives  
Obscure laws that still exist

**Objectives:** Describing common crimes and matching them  
Describing people and understanding descriptions  
Talking about punishments past and present  
Discussing the legality of downloading /copying media content  
Talking about the aspects of a court  
Debating the jury system and it's effectiveness  
Disussing cases and coming to an agreement about a verdict and punishment  
Talking about the influence the law has over how we live

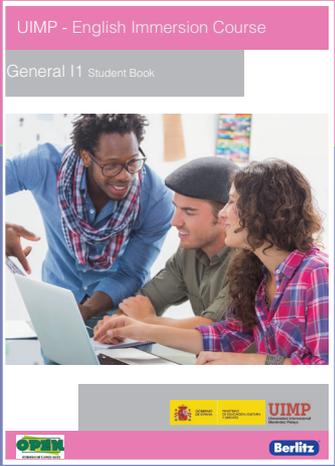
Grammar: Giving opinions

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# B1 - Day 4 - Thursday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Interviews**  
**Topics:** Different types of interview  
 Preparation for an interview - interview check list  
 Useful language for interviews  
 Strengths and weaknesses  
 Skills and abilities  
 Interview questions  
 Mock interviews

**Objective:** Describing different types of interview  
 Discussing how to be prepared for an interview  
 Learning and practicing useful language to be used in interviews  
 Talking about strengths and weaknesses and how to explain them  
 Describing skills and abilities and matching them to a post  
 Looking at and practicing typical interview questions  
 Practicing an interview with peer feedback

Grammar: Past modals

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

**11.45 - 14.15:** **Entertainment:**  
**Topics:** Types of entertainment  
 Films and genres of films  
 Entertainment before cinema and television  
 Censorship  
 Television and television shows  
 Reality television  
 Video games

Grammar: Comparatives  
 Superlatives  
 Phrasal verbs with 'look' and 'let'

**Objectives:** Discussing different types of entertainment now and in the past  
 Talking about genres of film and looking at ways to describe movies  
 Talking about past forms of entertainment before 'moving pictures'  
 Discussing censorship, and debating rating systems  
 Describing different types of television shows and playing the T.V. game  
 Discussing reality television and creating a program  
 Talking about video games, the genres, instructions, and debating their users

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **The future:**  
**Topics:** What will the future bring?  
 Likely or unlikely - future events  
 Different visions of the future  
 Mobile phones today and tomorrow  
 The time traveller - reporting back from the future

Grammar: Future perfect  
 Phrasal verbs with 'turn'

**Objectives:** Discussing our hopes and fears for the future  
 Debating and ordering possible future events  
 Comparing visions of the future depicted in cinema  
 Talking about the evolution of mobile phones and their uses  
 Presenting a design for a new smart device  
 Giving a report from the future

**17.00 - 18:00:** One-to-One sessions + On-going group project  
 Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# B1 - Day 5 - Friday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **The environment**  
**Topics:** The Environmental issues quiz  
Environmental problems and solutions to problems  
What we can do to help the environment  
Endangered species  
Natural disasters

**Objective:** Taking the environmental quiz to become aware of issues  
Discussing environmental problems and presenting possible solutions  
Talking about what we can do to help the environment  
Discussing environmental actions  
Talking about endangered species  
Debating the use of certain animals to raise public awareness  
Describing and reporting on natural disasters

Grammar: Future passive tenses

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

**11.45 - 14.15:** **Student presentations:**

Students, in their groups perform the presentations they have been working on as an on-going homework activity. They will receive structured feedback from both teacher and classmates.

**14.15 - 15.30:** **Lunch with teachers**

**15.30 - 17:00:** **FINAL EXAM AND EVALUTATIONS**

Student will take final exam and fill out all necessary paperwork for the course. There will also be a chance to consolidate their learning from the week.

**17:00 - 18:00** **FINAL PERFORMANCE ACTIVITY**

Student will perform the group representation that they have been working on during the afternoon sessions from Monday to Thursday in front of their peers. Performances will be given feedback and rated.

**18.00** **Finish**



## Course syllabus - Level B2 (plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa - B2

### Level: B2

### Duration: 40 hours (class time)

### Student profile:

Aimed at university students with an B2 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:

- To improve oral fluency and comprehension and convert passive language knowledge to active ability.
- To improve on such essential communication skills as debating, discussing, presenting, and reasoning in English.
- To 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.

### Topics:

Presenting and presentation techniques, English. Education, Sport, Job searching and work practices, Going places, Professional life (employment, CVs), Culture and Society, Crime and Punishment, Interviews, Entertainment, Technology and the future, the environment.

### Grammatical content:

Phrasal verbs, past modals, adverbs, adjectives and prepositions, used to/be used to/get used to, personality adjectives, passive with 'get', short answers, past perfect, reported speech, advice structures, gerunds and infinitives

### 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).

UIMP - English Immersion Course

General I2 - Student book



# B2 - Day 1 - Monday



**08.30 - 09.00:** Breakfast  
**09:00 - 10:30** Level testing:  
Teachers use prepared questions and test approx. 5 students each.  
While oral tests are being conducted, students are completing a written test.  
Students are graded numerically, with these provisional grades noted.  
\*After class on Monday, teachers will review level grades with students' performance in class.  
Any changes will be entered in the Amended level evaluation" form.

**10:30-11:30** Ice-breaker games (in groups): Getting to know one another: Students work in pairs to obtain information about each other (10 min) Presentations: Each student must present their partner to the rest of the group.

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

**11.45 - 14.15:** **Presentations:**  
**Topics:** What makes a good presentation  
Choosing a topic  
Presentation body language  
Structure of a presentation  
Audience rapport  
Nerves

**Objectives:** Discuss the qualities of a good presentation  
Focus on the importance of body language  
Discuss what makes a good presentation topic  
Practice creative fluency  
Discuss the structure of a presentation  
Practice making attention grabbers  
Deliver a practice presentation and assess presentations by your peers  
Look at ways of reducing presentation nerves

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **English 101**  
**Topics:** Intonation  
Tongue twisters  
Running dictations  
Facts about the English language  
Pronunciation  
Your difficulties with English  
Grammar: Animal phrasal verbs

**Objectives:** Look at how intonation can change meaning  
Practice making the 'y' and 'j' sounds  
Use running dictation to improve pronunciation  
Focus on how you pronounce certain words  
Learn some facts about the English language  
Help each other overcome difficulties with English

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# B2 - Day 2 - Tuesday

UIMP - English Immersion Course

General I2 - Student book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Education**  
**Topics:** Problems with the education system  
Qualifications  
Pros and cons of university  
Finnish education system  
Homework  
Useful subjects

**Objective:** Discuss education in general  
Look at how the system in Spain could be improved  
Explore the advantages and disadvantages of going to university  
Debate the benefits of homework  
Compare Spanish and Finnish education systems  
Investigate the usefulness of school subjects

Grammar: Past modals

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

**11.45 - 14.15:** **Sport:**  
**Topics:** Unusual sports  
Making rules  
Top 5s  
Commentating  
Inventing sports  
Gender and sport

**Objectives:** Make rules for unusual sports  
Discuss the most popular sportspeople and events  
Describe sporting events  
Practice commentating a classroom game  
Guess the sport  
Invent and play new sports  
Discuss the role of gender within sport

Grammar: Adverbs  
Sports Phrasal verbs

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Going Places:**  
**Topics:** Travel survey  
Benefits of Spain  
Preparing for a trip  
Choosing accommodation  
Budgets  
Alcohol  
Describing landmarks

**Objectives:** Interview each other about travel experiences  
Make a promotional advert for Spain  
Role-play how to prepare for a trip  
Debate accommodation options  
Plan a trip to a budget  
Learn some facts about alcohol  
Describe famous landmarks

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

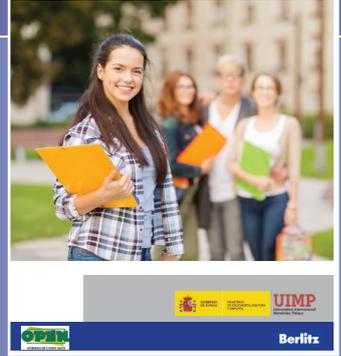
**18.00 - 18.30:** Break

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

# B2 - Day 3 - Wednesday

UIMP - English Immersion Course

General I2 - Student book



08.30 - 09.00:  
09:00 - 09:10

Breakfast  
Homework check

09:00 - 11:30  
Topics:

## Professional life

Jobs we wanted as children  
What makes a good job  
World work facts  
Careers in society  
Digital nomads  
C.V. writing

Objective:

Guess your partner's old ambition  
Debate good and bad jobs  
Learn some facts about work around the world  
Look at certain professions and how they are valued in society  
Discuss the benefits of becoming a digital nomad  
Focus on C.V.s and some common errors

Grammar: Adjectives and prepositions  
Work phrasal verbs

11:30-11:45

Break

11.45 - 14.15:  
Topics:

## Culture and Society:

Describing people  
Cultural traditions  
Living in a different country  
Jokes and humour  
Food and identity  
Eating etiquette

Objectives:

Express personality through language  
Describe traditions  
Learn some unusual customs from around the world  
Discuss the issues involved with living in a different culture  
Look at humour and jokes from around the world  
Identify some national dishes and their ingredients  
Debate eating etiquette

Grammar: Used to/be used to/get used to  
Personality Adjectives  
Phrasal verbs

14.15 - 15.30:

Lunch with teachers

15.30 - 17:00:  
Topics:

## Crime and punishment:

Different crimes  
World crime rates  
Sentencing  
Alibis  
Strange laws  
Witnesses

Objectives:

Talk about different crimes and your experiences  
Discuss world crime rates  
Decide on some appropriate sentences  
Play the alibi game  
Debate some opinions on crime  
Learn about some strange laws  
Practice being good witnesses

Grammar: The passive with 'get'  
Short answers

17.00 - 18:00:

One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30:

Break

18.30 - 20.30:

Group activity

20.30 - 21.30:

Dinner

21.30 - 23.00:

Group activity

# B2 - Day 4 - Thursday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Interviews**  
**Topics:** Interview mistakes  
Emotions  
Bad answers  
Skills  
Strengths and weaknesses  
Interview questions

**Objective:** Talk about common mistakes that people make in interviews and how to avoid making them  
Look at how we express our emotions  
Discuss bad interview answers and how to improve them  
Talk about skills  
Learn how to discuss your weaknesses  
Practice answering some interview questions

**Grammar:** Past perfect  
Interview phrasal verbs

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

**11.45 - 14.15:** **Entertainment:**

**Topics:** Describing films  
Genres  
Making trailers  
The news  
Music and song writing  
Reading habits

**Grammar:** Reported speech

**Objectives:** Discuss opinions about the entertainment industry  
Look at the characteristics of different film genres  
Practice making and reviewing trailers  
Discuss the news and the manipulation of audiences  
Test your musical knowledge  
Answer questions about your reading habits  
Investigate some different book styles

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Technology and the future:**

**Topics:** Personal technology use  
Computers and the Internet  
Important inventions  
Dragon's den  
Advertising technology  
Emoticons  
Creative thinking

**Grammar:** Advice structures

**Objectives:** Test your addiction to technology  
Describe how to use the Internet responsibly  
Talk about historical inventions  
Debate the importance of certain inventions over others  
Invent something new and pitch it to 'investors'  
Discuss the way technology is advertised  
Practice speaking with emoticons

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# B2 - Day 5 - Friday

UIMP - English Immersion Course

General 12 - Student book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Your footprint**  
**Topics:** Quiz  
Environment discussion  
Bucket lists  
Endangered animals  
Making changes  
Lateral thinking

**Objective:** Test your knowledge of the world around you.  
Interview each other on your opinions about the environment  
Make your own bucket lists  
Create a campaign to save an endangered animal  
Find some ways of making our course greener  
Solve some lateral thinking puzzles

Grammar: Gerunds and infinitives

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

## **11.45 - 14.15:** Student presentations:

Students, in their groups perform the presentations they have been working on as an on-going homework activity. They will receive structured feedback from both teacher and classmates.

**14.15 - 15.30:** Lunch with teachers

## **15.30 - 17:00:** FINAL EXAM AND EVALUTATIONS

Student will take final exam and fill out all necessary paperwork for the course. There will also be a chance to consolidate their learning from the week.

## **17:00 - 18:00** FINAL PERFORMANCE ACTIVITY

Student will perform the group representation that they have been working on during the afternoon sessions from Monday to Thursday in front of their peers. Performances will be given feedback and rated.

**18.00** Finish



## Course syllabus - Level C1 (plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa - C1

### Level: C1

### Duration: 40 hours (class time)

### Student profile:

Aimed at university students with an C1 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:

- 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 to use 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.

### Topics:

Presenting and presentation techniques, English. Education, Sport, Job searching and work practices, Going places, Professional life (employment, CVs), Culture and Society, Crime and Punishment, Interviews, Entertainment, Technology and the future, the environment.

### Grammatical content:

Relative pronouns, phrasal verbs, relative pronouns, advanced adjectives, hope/wish, prepositions, contractions, question forms, reporting verbs, conditional sentences, future perfect.

### 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).

UIMP - English Immersion Course

General S1 Student Book



# C1 - Day 1 - Monday



08.30 - 09.00:  
09:00 - 10:30

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

10:30-11:30

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

11:30-11:45

Break

11.45 - 14.15:  
Topics:

**Presentations:**  
Features of a good presentation  
Effective presentation body language  
Voice control  
Fluency and creativity  
Dealing with questions  
Choosing the right topic

Objectives:

To discuss previous experience and what makes a good presentation  
To raise awareness of presentation body language  
To practice natural communication techniques with the v  
To improve creative fluency  
To develop questioning techniques  
To explore topic choices  
Brainstorm a topic for Thursday's presentation

14.15 - 15.30:

Lunch with teachers

15.30 - 17:00:  
Topics:

**English 101**  
Vowel pronunciation  
English quiz  
Running dictation  
Strange debates  
Word stress  
English doctor

Grammar: Food phrasal verbs

Objectives:

To perfect complex vowel pronunciation  
To discover new facts about the English language  
To practice some tongue twisters  
To develop arguing abilities  
To raise awareness of the importance of word stress  
To offer tips and advice on language learning

17.00 - 18:00:

One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30:

Break

18.30 - 20.30:  
20.30 - 21.30:  
21.30 - 23.00:

Group activity  
Dinner  
Group activity

# C1 - Day 2 - Tuesday

UIMP - English Immersion Course

General S1 Student Book



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Education**  
**Topics:** Education quiz  
Your experiences  
Educational methodologies  
Creative subjects  
Should education be free?  
Useful subjects

**Objective:** To discover facts about worldwide education.  
To discuss personal educational experiences.  
To raise awareness of the features of differing educational methodologies  
To explore the importance of creative subjects in schools  
To debate free education  
To investigate the value of school subjects

Grammar: Relative pronouns  
The passive voice

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

**11.45 - 14.15:** **Sport:**  
**Topics:** The social and psychological benefits of sport  
The most practised sports in Spain  
Unusual sports  
Sports commentary  
Healthy eating  
Visiting the doctor

Grammar: Advanced adjectives

**Objectives:** To explore the various benefits of doing regular exercise  
To debate the most popular sports in Spain  
To promote unusual sports  
To practice sports commentary  
To discuss the relationship between diet and mood  
To role-play a visit to the doctor

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Going Places:**

**Topics:** Travel survey  
Scams  
Top destinations  
Leaving home  
Backpacking  
Everyday situations

Grammar: Hope/Wish

**Objectives:** To discover each others' travel history  
To investigate the world of scams  
To discuss the world's top travel destinations  
To explore the realities of leaving home  
To debate the virtues of backpacking  
To role-play real-life situations

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# C1 - Day 3 - Wednesday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Professional life**  
**Topics:** Stress  
 Money vs Value  
 Working Environments  
 Finding the right job  
 C.V. writing  
 Work experience

**Objective:** To look for solutions to stress  
 To debate the value of certain roles and the salaries they deserve  
 To design a perfect working environment  
 To make a plan to find the right job  
 To perfect C.V. writing skills  
 To develop the ability to describe previous work experience well

Grammar: Prepositions

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

**11.45 - 14.15:** **Culture and Society:**  
**Topics:** Nationalities  
 Jokes and humour  
 Marriage traditions  
 Age limits  
 The history of traditions  
 Quality living

Grammar: Contractions  
 Comment verbs

**Objectives:** To discuss nationalities' characteristics  
 To investigate humour from around the world  
 To learn about different marriage traditions  
 To debate the relevance of age limits  
 To invent the back story to well-known traditions  
 To raise awareness of the importance of happiness

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Crime and punishment:**  
**Topics:** Strange crimes  
 Law-making  
 Marriages of convenience  
 Court cases  
 Severity of crimes  
 Gun laws

Grammar: Crime Phrasal verbs

**Objectives:** To learn about some unusual crimes  
 To invent and present a new law  
 To role-play an immigration control interview  
 To hold a mock trial  
 To discuss the severity and appropriate punishments of various crimes  
 To debate gun use in society

**17.00 - 18:00:** One-to-One sessions + On-going group project  
 Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# C1 - Day 4 - Thursday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Interviews**  
**Topics:** Interview preparation  
Focusing on the interviewer  
Standing out  
Answering tricky questions  
Getting over your nerves  
Curve ball questions

**Objective:** To find out if you're ready to have an interview  
To raise awareness of interviewer objectives  
To discover how to stand out as a candidate  
To work on answering tricky questions  
To come up with advice on how to control your nerves  
To practice answering curve ball questions

Grammar: Question forms

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

**11.45 - 14.15:** **Entertainment:**

**Topics:** Charades  
Movie genres  
Just a minute  
Art  
The news  
Music

Grammar: Reporting verbs

**Objectives:** To play charades  
To look at the characteristics of various movie genres  
To practice a challenge from UK radio  
To discuss the meaning of art  
To present stories with a bias  
To test your musical knowledge with a quiz

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **Technology and the future:**

**Topics:** Technology  
Computers and the internet  
Video Games  
Privacy and security  
The future - different fields (Technology, medicine)  
The future of the human race

Grammar: Future perfect  
Conditional sentences

**Objectives:** Discuss and use the vocabulary of technology  
Talk about computers and the internet  
Describing and discussing video games  
Discussing privacy and security on the internet  
Discussing and debating the future in the fields of medicine and technology  
Talking about the future of the human race

**17.00 - 18:00:** One-to-One sessions + On-going group project  
Students receive their 15 minute one-to-one session.  
While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

**18.00 - 18.30:** Break

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

# C1 - Day 5 - Friday



**08.30 - 09.00:** Breakfast  
**09:00 - 09:10** Homework check

**09:00 - 11:30** **Your footprint**  
**Topics:** Environmental questions  
Up-cycling  
You plan to help the environment  
Campaigning  
Endangered species

**Objective:** Answering detailed questions about the environment  
Talking about 'up-cycling'  
Discussing what can be done to help the environment - what we can do  
Creating a campaign - looking at ways of promoting campaigns  
Talking about endangered species

Grammar: TBC

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

**11.45 - 14.15:** **Student presentations:**

Students, in their groups perform the presentations they have been working on as an on-going homework activity. They will receive structured feedback from both teacher and classmates.

**14.15 - 15.30:** Lunch with teachers

**15.30 - 17:00:** **FINAL EXAM AND EVALUTATIONS**

Student will take final exam and fill out all necessary paperwork for the course. There will also be a chance to consolidate their learning from the week.

**17:00 - 18:00** **FINAL PERFORMANCE ACTIVITY**

Student will perform the group representation that they have been working on during the afternoon sessions from Monday to Thursday in front of their peers. Performances will be given feedback and rated.

**18.00** Finish



## Course syllabus - Level C2 (plan docente)

### Overview:

Cursos de Inmersión en Lengua Inglesa - C2

**Level: C2**

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

### Student profile:

Aimed at university students with an C2 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:

- To develop and perfect their oral language skills, learning subtleties 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.

### Topics:

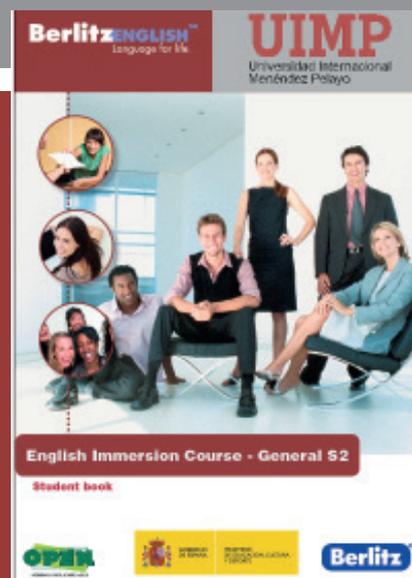
Presenting and presentation techniques, Education, Traditions and stereotypes, Job searching and work practices, The Internet (social networks, internet dangers, messaging etc), Technology, The Environment, Social situations, Interviews, Travel and Relocating, Entertainment.

### 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).



# C2 - Day 1 - Monday

08.30 - 09.00: Breakfast

09:30-10:30

Level testing:

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

10:30-11:30

Ice-breaker games (in groups)

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

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

11:30-11:45

Break

11.45 - 14.15:

Presentations:

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

14.15 - 15.30:

Lunch with teachers

15.30 - 16.15:

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

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

16.15 - 17.00:

Preparation for more complex presentation on Thursday

Students use this time to organise material for afternoon presentation

17.00 - 18:00

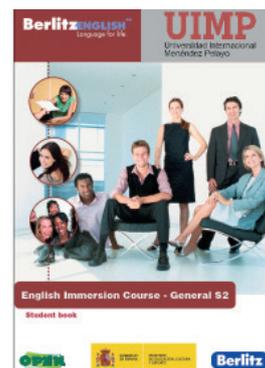
One-to-One sessions + On-going group project

Students receive their 15 minute one-to-one session. While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30:

Break

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



# C2 - Day 2 - Tuesday

08.30 - 09.00: Breakfast

09.00 - 11.30: Education

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

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

**Grammar:** Mixed Conditionals - useful expressions and phrasal verbs

11:30-11:45 Break

11.45 - 14.15: Culture

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

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

**Grammar:** Adverbs of frequency

14.15 - 15.30: Lunch with teachers

15.30 - 17.00: The Virtual World

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

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

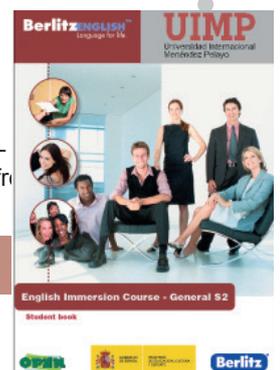
**Grammar:** Using 'will' and 'would' to describe habits  
 Presentation Practice

17.00 - 18:00 One-to-One sessions + On-going group project

Students receive their 15 minute one-to-one session.  
 While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30: Break

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



# C2 - Day 3 - Wednesday

08.30 - 09.00: Breakfast

09.00 - 11.30: The World of Work

<b>Topics:</b>	<b>Homework check and review</b> The current job market Human capital flight Jobs of the past, present, and future Preparing CVs and cover letters
<b>Objectives:</b>	Discussing the current state of the job market Talking about the difficulties faced by job seekers Debating human capital flight and the impact on the national economy Discussing the evolution of employment and job types over time
<b>Grammar:</b>	How to prepare a good CV Formal vs Informal Language - verb tense review

11.30-11:45 Break

11.45 - 14.15: Heading abroad

<b>Topics:</b>	Travel - good and bad experiences Confusing signs... what did they mean to say? Emergencies when travelling Moving abroad - things to consider Accommodation questions
<b>Objectives:</b>	Discussing good and bad travel experiences Look at the often incorrect language used on signs abroad Talking about emergencies and what can go wrong when abroad Discussing the considerations to make when moving abroad Talking about accommodation issues abroad
<b>Grammar:</b>	If only/wish Recommendations with subjunctive/'should' 'ought to'

14.15 - 15.30: Lunch with teachers

15.30 - 17.00: Entertainment

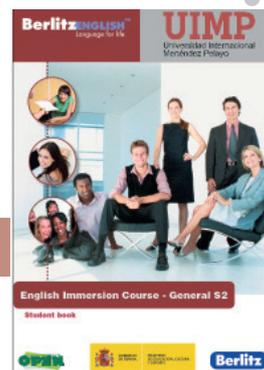
<b>Topics:</b>	Our entertainment Time well spent? Less common forms of entertainment Film or book - book or E-book Reality shows
<b>Objectives:</b>	Discussing how we dedicate time and money to entertainment Debating whether we are wasting time or using it constructively Talking about odd forms of entertainment Discussing the argument for reading over viewing Discussing the addiction to reality television Talking about TV and its obligation to inform as well as entertain
<b>Grammar:</b>	Reported Speech Presentation Practice

17.00 - 18:00 One-to-One sessions + On-going group project

Students receive their 15 minute one-to-one session. While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30: Break

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



# C2 - Day 4 - Thursday

08.30 - 09.00: Breakfast

09.00 - 11.30: Interviews

<b>Topics:</b>	<b>Homework check and review</b> The importance of a good interview Being prepared 7 seconds - making a good impression Strengths and weaknesses Skills
<b>Objectives:</b>	Interview questions + interview practice Understanding how important an interview is in the current climate Talking about how to prepare oneself for an interview Discussing the importance of first impressions Talking about our strengths, weaknesses, and skills Learn common questions and practice them in an interview situation
<b>Grammar:</b>	Past perfect and past perfect progressive

11:30-11:45 Break

11.45 - 14.15: Language

<b>Topics:</b>	The origins of language Language acquisition Dialects vs. language Being P.C. Idioms
<b>Objectives:</b>	The language of the future - tech language Debating the origins of language and looking at theories Talking about language acquisition and two main theories Debating the line between dialect and language Discussing the importance of a dialect for regional identity Talking about being politically correct and how language has adapted Looking at the way language is changing in the face of new technology
<b>Grammar:</b>	Contractions

14.15 - 15.30: Lunch with teachers

15.30 - 17.00: The Environment

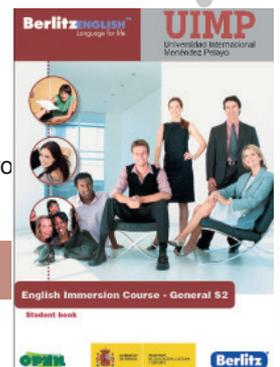
<b>Topics:</b>	<b>Homework check and review</b> Environment facts Current problems in the natural world International stances on the environment Animals at risk of dying out Natural disasters
<b>Objectives:</b>	Looking at some facts about the current state of the environment Talking about environmental problems, their causes and affects Discussing view points of different countries concerning the environment Discussing animals on the brink of extinction Talking about natural disasters
<b>Grammar:</b>	Gerund or infinitive meaning change Phrasal verbs

17.00 - 18:00 One-to-One sessions + On-going group project

Students receive their 15 minute one-to-one session. While students are receiving their sessions, the remainder of the class will be working on an on-going project. The objective is to create a play/report/documentary which they must perform in front of their peers in the final class on Friday.

18.00 - 18.30: Break

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



# C2 - Day 5 - Friday

08.30 - 09.00: Breakfast

11.45 - 14.15: Leisure

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

11:30-11:45 Break

11.45 - 14.15: Student presentations

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

They will receive feedback from both teacher and classmates

14.15 - 15.30: Lunch with teachers

15.30 - 17.00: FINAL EXAM AND EVALUTATIONS

17.00 - 18:00 Performance of project + Revision and consolidation

Student will perform the group representation that they have been working on during the afternoon sessions from Monday to Thursday in front of their peers.

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

18.00 Finish

