

**Gateway School of English Malta Bildungsurlaub:  
General English + One-to-One Business English Course (30 lessons per week) at Intermediate Level – 10 days**

**Week 1**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	<p><b>Friends &amp; Lifestyle: Getting to know you</b></p> <p>Writing &amp; Speaking task: Writing down the names of three people who are important to you: a relative; a friend and a famous person. Asking a partner about the people they have chosen and discussing their choice. Reading Texts &amp; Speaking Task: Reading a questionnaire about the American actor, David Schwimmer. Discussing what the actor says about various subjects.</p>	<p><b>Adrenalin: Experiences, Sports and Injuries</b></p> <p>Reading task: Introducing the topic by reading a blog of a skydiver's experience. Identifying factual mistakes in a set of sentences summarising the skydiver's story.</p>	<p><b>Relationships: family, dating &amp; character</b></p> <p>Introducing the topic via visual aids. Pictures of people holding photographs of relatives (husbands, wives, children). Pairwork: discussing what students think the relationship is between people and the people in the photos they're holding.</p>	<p><b>Festivals, Events, National &amp; Public Holidays</b></p> <p>Introducing the topic via an article about Las Fallas and then asking students to speak about a festival they know in their home country. Grammar: Phrasal Verbs: Intransitive &amp; Transitive.</p>	<p><b>Edible (Food &amp; Eating Habits, Childhood)</b></p> <p>Reading &amp; Speaking. Are you a chocolate addict? Reading questions and guessing how the partner would answer.</p>
9:45 - 10:30	<p>Grammar: Question forms. Tense Review. Questions with Prepositions. Subject questions.</p>	<p>Vocabulary: gradable and non-gradable adjectives. Using absolutely, extremely, fairly, really etc.</p>	<p>Vocabulary: Family, relationships &amp; describing character. Listening: Two people talking about their relationships. Grammar: Dynamic &amp; Stative meanings. Present Perfect &amp; Simple Continuous.</p>	<p>Listening: An Interview with someone about Chinese New Year. True or False Comprehension exercise.</p>	<p>Grammar: Countable &amp; Uncountable nouns. Quantity expressions.</p>

**Break (15 minutes)**

<p><b>10:45 - 11:30</b></p>	<p>Communication, How People Communicate. Listening Task: Three people talking about keeping in touch with friends. Guessing answers before listening to the conversation and then self correcting them after listening to the conversation between three people. Vocabulary: Friendship expressions. Writing down expressions and using them in the right context. Speaking: A friend who is different from you.</p>	<p>Listening: Three people talking about experiences and sports they do. Speaking &amp; Writing: How do these experiences compare to your own experiences and discussing dangerous situations students were in, in pairs. Pronunciation: Listening and repeating exchanges; copying the intonation with gradable and non-gradable adjectives eg. It's very cold. Cold? It's absolutely freezing.</p>	<p>Listening: Two people talking about their relationships. Six people talking about their ideal partner. Speaking: My first date or the relationship with my family.</p>	<p>Grammar: Future forms: a spontaneous decision using will; an intention using be going to; an arrangement: present continuous. Grammar exercises.</p>	<p>Vocabulary &amp; Pronunciation: Looking at a Photograph: How many items can you name? Listening to a list of fruits and marking the stressed syllable.</p>
<p><b>11:30 - 12:15</b></p>	<p>Grammar: Adverbs of frequency; using normally, regularly, occasionally, hardly ever, seldom, often etc. Pronunciation: Listening to fraction and percentage pronunciation such as 1/2 one half, 1/3 one third, 3/4 three quarters or three fourths, 12.5 twelve point five or twelve and a half percent etc.</p>	<p>Grammar: Present perfect simple and Past simple and continuous. Comparative and Superlative Structures.</p>	<p>Reading and Speaking: What's your type. Filling out a questionnaire and then discussing it with a partner. Pronunciation: Word stress.</p>	<p>Speaking &amp; Reading: How to throw the best party ever. Discussing types of party and invitations using future forms. Pronunciation: Connected speech (gonna, gotta, wanna).</p>	<p>Vocabulary, Writing &amp; Speaking: Ways to describe taste, ways of cooking food &amp; ways of describing texture. Group work discussion. What are the best and worst meals you've ever had? Reading Comprehension: Memories of Food an article by Emma Bunton followed by a True or False exercise. Grammar: used to/would for repeated actions in the past.</p>

**Lunch Break (45 minutes)**

<p><b>13:00 - 13:45</b></p>	<p><b>Corporate Culture</b></p> <ul style="list-style-type: none"> <li>• Speaking lead-in: work culture environment (typical / student's own context) — core values and beliefs, rules of behaviour, office etiquette, corporate ethics.</li> <li>• Reading for gist ('Monkey business?'): identifying typical unwritten rules.</li> <li>• Follow-up discussion questions.</li> </ul>	<p><b>Career Choices</b></p> <ul style="list-style-type: none"> <li>• Discussion lead-in: where are you in your career right now?</li> <li>• Listening to check prediction: jobs before vs. jobs now; job / career / vocation.</li> <li>• Listening for detail: identifying tips for making wise career choices.</li> <li>• Scan reading for discussion: more tips — do you disagree? Would you change / remove / add points to list based on personal opinion / experience?</li> </ul>	<p><b>Customer Support</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and speaking: adjectives to describe customers and helpline operators (personal experience).</li> <li>• Listening: identifying attitudes in helpline conversations and assessing customer support given.</li> <li>• Vocabulary: standard phrasal verbs in operator language; collocations and phrases for customers to describe problems.</li> <li>• Listening for detail: words and expressions not used in a customer satisfaction survey interview.</li> </ul>	<p><b>Making Deals</b></p> <ul style="list-style-type: none"> <li>• Discussion lead-in: retailing vs. e-tailing, conversational agents vs. sales reps — as a buyer / seller.</li> <li>• Reading for gist: how do companies make e-tailing work?</li> <li>• Vocabulary: collocations for negotiating.</li> <li>• Listening for detail: applying collocations to negotiations to describe situations.</li> <li>• Listening and reading: identifying differences in collocations and meaning.</li> </ul>	<p><b>Corporate social responsibility</b></p> <ul style="list-style-type: none"> <li>• Discussion lead-in: company credos — groups towards whom organisations are responsible.</li> <li>• Reading: 'Our Credo' article</li> <li>• Vocabulary: phrases used in meetings; adjectives describing un/ethical behaviour; collocations about social performance</li> <li>• Listening for detail: presentation on responsible entrepreneurship and corporate citizenship .</li> </ul>
<p><b>13:45 - 14:30</b></p>	<ul style="list-style-type: none"> <li>• Listening: work placements gone wrong — identifying problems and misunderstandings.</li> <li>• Grammar: advice structures — language of suggestion vs. recommendation.</li> <li>• Writing: guidelines for intern supervisors — how to help interns adapt to a new work culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: general tense review (present tenses for abilities and practices; past tenses for experiences).</li> <li>• Writing: skills and qualities to include in a CV and covering letter.</li> <li>• Speaking: preparing for a job interview (typical questions, useful phrases); role play: at a job interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and Writing: golden rules of customer service.</li> <li>• Grammar: asking questions, making requests, giving instructions.</li> <li>• Listening: identifying customer's problems and requests and stages of operator's instructions.</li> <li>• Listening for pronunciation: rising or falling intonation?</li> <li>• Speaking: situation cards for roleplay on how to handle problems, diagnose causes and propose solutions.</li> <li>• Writing: dealing with</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: re-ordering a transaction procedure chronologically.</li> <li>• Grammar: first and second conditionals to discuss possibility, probability, certainty; recommend / suggest / advise structures.</li> <li>• Speaking: roleplay — negotiating a bargain.</li> <li>• Writing: formulating a proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: the passive and reported speech for formal report writing</li> <li>• Speaking: roleplay between salesperson and dissatisfied customer using reporting verbs to describe company promises.</li> </ul>

			complaints by e-mail.		
<b>Break (15 minutes)</b>					
<b>14:45 - 15:30</b>	A brief introduction to Malta's history from Neolithic Times to present times and Malta joining the European Union.	Malta's geographical position - how did it influence it's history?	Valletta: Malta's capital city and the times of the Knights of the Order of St John.	A brief presentation on Mdina: Malta's silent and old capital city.	A brief presentation on The Three Cities and their role as a maritime and naval hub during the times of the Knights of the Order of St John.
<b>15:30 - 16:15</b>	Discussion: How does Malta's history compare to your home country?	Malta's most important historical sights. Places to visit while you're in Malta.	Most important sights in Valletta such as the Manoel Theatre, St John's Co Cathedral, The Bibliotheca, The Opera House, The Grandmasters Palace, Auberges used as Ministries etc.	Most important sights in Mdina. What to see and what to do.	Malta as a British colony. Independence and Freedom.

#### Course outcomes:

In this week, the students would have learnt: How to use the present perfect simple and past simple continuous, question forms, phrasal verbs used for events, future forms, countable and uncountable nouns, quantity expressions and the use of used to and would. They would have learnt sufficient vocabulary to talk about relationships, experiences in life, events which they will be attending, quality and types of food, their families and lifestyles.

In Business English, this week students will have learnt how to give advice, make requests, give instructions, write a CV and covering letter, prepare for a job interview, provide spoken and written customer support, negotiate a bargain, write negotiation proposals, write formal product reports.

#### List of materials:

- New Inside Out (Sue Kay & Vaughan Jones)
- New English File (Clive Oxenden, Christina Latham-Koenig, and Paul Seligson)
- New Headway (Liz & John Soars)

- Outcomes (Hugh Dellar & Andrew Walkley)
- Taboos & Issues (Richard MacAndrew & Ron Martinez)
- Discussions A-Z Intermediate (Adrian Wallwork)
- The Business Student's Book (Macmillan) - John Allison & Paul Emmerson

## Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	<p><b>Time, Punctuality &amp; Work</b></p> <p>Introducing the topic using idiomatic expressions and proverbs such as 'the early bird catches the worm'. Eliciting information from students as to what they think the expressions mean. Reading activity: Completing a questionnaire: Test your attitude to time-keeping. Writing: working with a partner writing down three activities which you think are a waste of time.</p>	<p><b>News: Paparazzi &amp; News Stories</b></p> <p>Introducing the topic by looking at a celebrity wedding photo and discussing the questions listed on the board with a partner. Listening task: Listening to an interview with Jack who is an experienced paparazzo then completing an exercise by underlining the right answer.</p>	<p><b>Journeys &amp; Travelling</b></p> <p>Teacher prompts students by asking them questions such as 'Have you ever travelled for any of these reasons?' to run away from a broken heart, to learn a language, to visit historical sites etc. Reading task: Reading an extract from a book followed by True or False statements.</p>	<p><b>Opinions: Stereotypes, Books &amp; Films</b></p> <p>Introducing the topic by doing a questionnaire/survey to find out the differences between male and female attitudes to relationships. Listen and check the results.</p>	<p><b>Age</b></p> <p>Introducing the topic by listening to two persons conversing about a Rolling Stones gig. Speaking task: What do the people think about Mick Jagger and Keith Richards? Vocabulary: Completing the interview (fill in the blanks) with appropriate 'attitude' adverbs from a given list.</p>
9:45 - 10:30	<p>Grammar exercises (Prepositions of time: at, on, in, during); Pronunciation (ordinal numbers and months)</p>	<p>Grammar (Verb patterns); Vocabulary - exercise completing the sentences with the adjectives from the interview with the paparazzo in the previous lesson.</p>	<p>Speaking: Working in pairs, making a list of different places which students travelled to. Using expressions given on the board students have to describe where the places are. Grammar: Modals of deduction. Pronunciation: Listening and repeating the words.</p>	<p>Speaking/Discussion: Would the results be different in your country. Grammar: Reported Statements.</p>	<p>Pronunciation exercise: Listening to attitude adverbs and underlining the stressed syllable. Listening, checking and repeating. Grammar: Unreal conditionals eg. If I could sing...</p>

<b>Break (15 minutes)</b>					
<b>10:45 - 11:30</b>	Reading task: Reading an article about time saving tips, making lists and then matching each of the names of the people mentioned with photos in the book. Grammar (modal verb structures)	Writing: Group work: writing a front page story for a tabloid newspaper.	Writing: writing a postcard to send to a friend. Reading & Listening: Reading an article about Nick Campbell's motorbike trip across the US. Working with a partner students discuss the questions written on the board and try to guess the story's ending. Then listen to the story's ending and compare it with their ideas.	Speaking activity: Find out how many people in the class are reading a novel, enjoy reading biographies, have a favourite place to read, prefer watching a film to reading a book etc. by asking questions to other students in class.	Writing task: Group work. Picture interpretation. Inventing an identity for the man in the photo. Listening: Listening to a poem about the same man in the photo and comparing results. Grammar: Wishes and Regrets (eg. I wish I could swim; If only I had taken lessons at school).
<b>11:30 - 12:15</b>	Listening & speaking task: Pictures of three different people in different workplaces, listening to each of them speak about their jobs and then discussing how their working conditions compare.	Reading & Vocabulary: Matching news stories with a set of headlines. Pronunciation: Listening and repeating past participle endings (asked, based, believed etc.)	Grammar: Past Perfect. Completing sentences with verbs in the past perfect to make up a story of a journey.	Reading & Vocabulary: Students have to look at a photograph and read the synopsis of Pride & Prejudice by Jane Austen. Students will then read reviews of the book from a website and will guess the score each person gave the book. Writing task: writing a review of a book.	Grammar: Unreal conditionals (2), Reading and Speaking exercise: Teacher will ask students whether there is an upper or lower age limit for a set of activities such as getting married, having children, learning a new language, leaving home etc. eliciting information from students and prompting them to speak.
<b>Lunch Break (45 minutes)</b>					
<b>13:00 - 13:45</b>	<b>Working Internationally</b>  • Listening lead-in: an individual's experience of	<b>Profiling Your Organisation</b>  • Reading: interview with a company employee — identifying	<b>Managing People</b>  • Discussion lead-in: HR responsibilities	<b>Learning Styles</b>  • Discussion lead-in: situations in which you needed help at	<b>Globalisation</b>  • Discussion lead-in: globalisation general

	<p>working abroad; comprehension questions and discussion</p> <ul style="list-style-type: none"> <li>• Grammar: present tenses review — talking about regular practices and duties</li> <li>• Pronunciation: strong and weak stress in short dialogues</li> <li>• Speaking: dynamic communication techniques — questions and short phrases; roleplay — exchanging details on personal profile in dynamic conversation (job responsibilities, current projects, sector situation ...)</li> </ul>	<p>questions answered</p> <ul style="list-style-type: none"> <li>• Vocabulary: phrases describing business organisation — company factfile, business mindmap</li> <li>• Speaking: preparing a new organisation's factfile for oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: HR management interview — comprehension</li> <li>• Vocabulary: words and collocations to talk about people management</li> </ul>	<p>work</p> <ul style="list-style-type: none"> <li>• Vocabulary: useful social phrases when asking for and giving help — complete the dialogues</li> <li>• Listening and discussion: interview on teaching people how to learn</li> </ul>	<p>perceptions, pros and cons</p> <ul style="list-style-type: none"> <li>• Reading: interview with an environmental editor — identifying facts, concerns, opinions, predictions</li> <li>• Vocabulary: nouns and verbs to talk about trade and the economy</li> </ul>
<p><b>13:45 - 14:30</b></p>	<ul style="list-style-type: none"> <li>• Grammar: comparative adjectives and more + adverbs of place, time and manner to compare different work environments in different countries</li> <li>• Speaking: national stereotypes at the workplace</li> <li>• Writing: comparative countries assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: modals to talk about necessity when describing breakdown of organisation roles (must, have to, need to)</li> <li>• Writing: preparing company overview using modals</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: HR review meeting — noting high-fliers and concerns in the organisation, describing problems, identifying possible causes, suggesting solutions</li> <li>• Speaking: presenting employee profiles</li> <li>• Writing: employee portfolio appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Grammar: nouns and verbs to talk about learning and learning techniques (various tenses)</li> <li>• Writing: self-evaluation learning plan (how to learn, stay motivated, create learning space ...)</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: choosing the correct word form</li> <li>• Speaking: arguing for / against globalisation based on points covered</li> <li>• Writing: presentation write-up</li> </ul>
<b>Break (15 minutes)</b>					
<p><b>14:45 - 15:30</b></p>	<p>The role of trade unions in Malta</p>	<p>Famous Maltese people: Politicians, Artists, Tenors, Actors etc.</p>	<p>Illegal Immigration: Malta's challenges</p>	<p>Malta's economy. How diverse is it?</p>	<p>Divorce in Malta - a recent introduction. How religion influences Maltese society and politics.</p>

15:30 - 16:15	Workers rights and the social welfare system. Social benefits in Malta.	Mass media in Malta: Newspapers, Radio Stations, TV stations etc.	Malta's immigration policy mainly consists of detention, integration, return and readmission, EU burden-sharing, maritime patrols, and development cooperation as a means of addressing the root causes of migration.	The major industries in Malta: financial services, tourism and the film industry.	Family values in Malta and their impact on local businesses.
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**Course outcomes:**

In this week, the students have learnt when and how to use prepositions of time, reported speech and questions, modals of deduction and the past perfect. They will also have had an Introduction to the use of conditionals. They would have gained sufficient vocabulary to express an opinion on a particular subject and talk about their travel experiences such as places they've been to and what they liked most in that particular country.

In Business English, students will have learnt how to compare different work cultures, profile an organisation, give employee appraisals, self-evaluate their professional development, argue the different sides of globalisation.

**List of materials:**

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