

**Gateway School of English Malta Bildungsurlaub:
Intensive English Course (30 lessons per week) at Advanced Level – 10 days**

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	<p>Conversations</p> <p>Men's and women's conversation styles. Eavesdropping. Introducing the topic by showing 3 visuals of people of the same gender conversing. Pair work: Writing: students have to write what they are seeing in the photos. Speaking: Teacher elicits information from students by asking questions.</p>	<p>Taste</p> <p>Restaurant Reviews & Good Taste. Introducing the subject by watching a short video of Jamie Oliver's cooking show in one of his restaurants in London. Teacher will elicit students for information by asking questions.</p>	<p>My City</p> <p>Cities of the world and city attractions. Quiz about cities around the world to introduce the topic. Listening: Listen to a radio programme and checking answers. Exercise replacing the words in italic with the words used by the speaker.</p>	<p>Story</p> <p>Biographies, Stories, Deception & Humour. Introducing the topic by reading the text about six-word life stories and then discussing which is the preferred story and giving reasons why. Students then have to match the famous people listed to the six-word life stories.</p>	<p>Bargain</p> <p>Spending habits, economising, bargaining and haggling. Introducing the topic by prompting students to speak about their latest shopping experience. Are you a savvy spender, a penny-pincher or a credit-card binger? Listening task: Listening to six people being interviewed about their shopping habits for a survey. Matching questions with answers.</p>
9:45 - 10:30	<p>Listening & Vocabulary: Students will listen to six people having a conversation and will match the person with the most appropriate question being answered by the speakers. Fill in the blanks exercise: words and collocations. Matching exercise: matching words and collocations to a list of definitions.</p>	<p>Grammar: noun phrases e.g. some coffee, a cup of coffee, a milky coffee served in an enormous mug. Order of adjectives e.g. delicious, spice, home-made, French onion soup. Matching exercises - matching phrases which best fit the photos of food.</p>	<p>Grammar: Using hedging expressions to distance oneself from facts or opinions that one cannot prove are true e.g. it seems/appears that. Exercise: underlining the hedging expressions in an extract. Reading & Speaking: Group work: Reading 4 extracts from a guide book and guessing which cities they are referring to and then discussing a set of questions about the extracts.</p>	<p>Grammar: The future as seen from the past. Events that took place, events that did not take place, future plans in the past & imminent events in the past.</p>	<p>Grammar: Prepositions in relative clauses: Formal & Informal. Reading & Vocabulary: Reading an article about someone who decided to take up a challenge of surviving on a £1 a day. What economies did she make? Completing sentences from the article and then checking answers with a partner. Choosing the best alternative to complete the statements and then finding evidence in the article to support</p>

					the choices and discussing them in class.
Break (15 minutes)					
10:45 - 11:30	Reading exercise: Life on Mars extract. Students will read the extract and then complete a glossary with the highlighted words in the extract. Grammar: Students will complete a table with the noun, verb, adjective & adverb forms for the answers from the previous glossary exercise.	Reading: Reading an introduction to a restaurant review and answering questions. Speaking & Writing: Students will then be divided in groups and each group will read a different customer review and will list and discuss changes that had been made to improve the service.	Grammar: Inversion after negative and limiting adverbials e.g. not only was it the most expensive city, it was also the most dangerous. Exercise: list of adverbials given on board and students have to choose which of them have negative or limiting meanings and then write a sentence for each. Pronunciation: Listening to extracts from a conversation and noticing the stress on just, really or actually followed by drilling exercises.	Vocabulary: Types of stories such as anecdotes, fable, fairy tale, myth, news story etc. Students have to match the types of stories to various texts from novels, newspapers, books etc. Listening: Person talking about his favourite book when he was a child and then answering a set of questions. Reading: reading an extract from a book on humour and choosing the best title from a list of titles. Speaking: Discussing the students' choice.	Listening & Writing: An extract from a radio programme in which the speaker gives money-saving tips. Question and answer session. Comparing answers with partners.
11:30 - 12:15	Pronunciation: Listening to two extracts being repeated, first in a normal tone and then angrily. Students have to notice the difference and discuss word stresses in class. Grammar: Position of adverbials. Students will complete exercises. Aspect: Perfect forms (have + past participle) & Continuous forms (be + verb ending -ing). Exercises to complete.	Speaking anecdote: Pair work: students will tell their partner about the last time they ate out at a restaurant. Writing: writing a review for the restaurant described in the speaking anecdote.	Vocabulary: Adding emphasis by using the auxiliary do, does or did between the subject and the main verb. Cleft sentences emphasising the object of a sentence using expressions with 'what', 'the thing' and 'it'. Writing: Visuals of modern buildings in various cities shown on the board: students have to describe them using lexical sets and collocations and adding emphasis to the statement.	Vocabulary: Idiomatic expressions related to stories e.g. end of story, to cut a long story short, in a nutshell etc. Gap filling exercises. Pronunciation: Weak & strong forms of auxiliary verbs. How auxiliary verbs are pronounced in exchanges: listening and drilling. Vocabulary & Speaking: Deception and belief synonyms eg. gullible = naive, swallow = fall for etc. - gap filling exercises and underlining the correct alternatives.	Pronunciation: Weak forms of common words. Vocabulary: Classifying words/phrases into two groups: cheap or expensive e.g. affordable, budget, no-frills, overpriced, lavish etc. Writing: Writing sentences using the given words/phrases. Reading comprehension: One Man's rubbish. Completing a glossary - gap filling.

Lunch Break (45 minutes)					
13:00 - 13:45	Speaking/Conversation Classes: Topic for Conversation: Big Brother is watching! Are we losing our privacy? Have you got anything to be worried about?	Speaking/Conversation Classes: Topic for Conversation: A healthy lifestyle. Deciding what constitutes a healthy lifestyle - does it depend on exercise, diet or what?	Speaking/Conversation Classes: Topic for Conversation: Holidays from hell! Sharing stories about different aspects of the worst holiday you have ever had.	Speaking/Conversation Classes: Topic for Conversation: Incredible stories. Some stories in the newspapers seem too amazing to be true.	Speaking/Conversation Classes: Topic for Conversation: Price and value. Everything has a price, but does it have a value? How much do we spend?
13:45 - 14:30	Online Privacy, Social media etc. Discussing personal experiences and situations in home countries. Students express their ideas and opinions about the subject.	Ever eaten a dog? Some cultures eat animals which others don't. What is acceptable in your culture?	Where do you live? Urban vs rural. Living in a city vs living in the countryside. Which one do you prefer?	Newspapers. Discussing the content of newspapers, newspaper language and different newspapers.	Giving to charity. Which charities are worth supporting and which are not?
Break (15 minutes)					
14:45 - 15:30	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.
15:30 - 16:15	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, students would have learnt how to express opinions about personal relationships, culinary preferences, write reviews about cities they visited and books they've read and talk about their spending habits, economising etc. All in all, students will enhance their language abilities to formulate an opinion on something.

List of materials:

- New Inside Out (Ceri Jones, Tania Bastow & Amanda Jeffries)
- New English File (Clive Oxenden, Christina Latham-Koenig)
- New Headway (Liz & John Soars)
- Outcomes (Hugh Dellar & Andrew Walkley)
- Taboos & Issues (Richard MacAndrew & Ron Martinez)
- Discussions A-Z Advanced (Adrian Wallwork)
- Instant Discussions (Richard Mac Andrew)

Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	<p>Mind</p> <p>The Brain, brain power and the senses. Introducing the topic by deciding whether a series of statements about the brain are True or False. Listening & Speaking: Pictures of games which require thought. Listening to four people answering questions about games in the photos and choosing the right answer for a set of questions. Discussing which of the games do students</p>	<p>Digital</p> <p>Mobile Phones, innovations in technology & scientific breakthroughs. Introducing the topic by showing a picture of a smartphone on the board and prompting students through questions: What can you do with a smart phone? Is it relevant for your work? Do you prefer a smartphone or a computer? Reading: Reading an article about mobile phones in the future and completing exercises.</p>	<p>Law</p> <p>Crime & Punishment. Legal cases. Newspaper reports. Introducing the topic by reading an article about some blunders made in real-life courtrooms. Then answering the question: what did the lawyer really want to say?. Group work: Think of a good title for the article.</p>	<p>Words</p> <p>New words in English. The written word. English spelling and pronunciation. Introducing the topic by completing an exercise using the given idiomatic expressions and then discussing questions about words used in the English language. Eg. Can you think of some English words that are used in your language?</p>	<p>Conscience</p> <p>Giving money to charity. The Homeless World Cup. Guilty feelings. Introducing the topic and stimulating a discussion by showing photos of homeless people and beggars in various parts of the world. Listening: Listening to six people talking about giving money to people in the street. Matching the speakers to the people they're talking about in column A & their attitude to beggars and giving in column B.</p>

	like playing.				
9:45 - 10:30	<p>Vocabulary activity: completing an article about brain training by selecting given words. Students have to decide which of the words have negative connotations and write a definition for each one. Each student reads it to the class and peers have to guess the word. Grammar: Verbs of the senses.</p>	<p>Vocabulary & Writing : List of compound nouns written on the board. Students have to match the definitions to the compound nouns given. Writing task: writing a sentence using each of the compound nouns written on the board. Grammar: Complex sentences (Simple, one clause sentence & Complex, multi-clause sentence) Identifying the type of clauses underlined in the text provided.</p>	<p>Vocabulary & writing: Given words & phrases in a box connected to the theme of law. Categorising them under the headings in the given table. Writing: students write sentences using the words in the table.</p>	<p>Speaking/Discussion: Arguments in favour or against the following statements: Our language is being weakened by the introduction of English words and expressions. I love what the internet is doing to our language. It's a global phenomenon making communication easier, as more and more words are the same in all languages. eg. selfie. Writing: Three titles for three different lifestyle articles. What do you think the articles will be about. Students will write a short introduction for each title and then compare it to the actual article. Vocabulary: identifying & underlining new words in each article which are new to the English language eg. blog, fashionista, downsize, quality time, Twitter, social networking sites, podcasts etc.</p>	<p>Writing & Vocabulary: Classifying words referring to homeless people as neutral, potentially offensive. Write sentences using each of the words given. Grammar: Special uses of the past simple eg. it's time..i'd rather...suppose...imagine... Grammar practice exercises identifying whether sentences with expressions refer to an action in the past. Listening: Watching a short video about the Homeless World Cup to raise money for charity and then answering a set of questions. Writing: group work: students have to write a 15-word tag line for the new campaign for the organisers of the Homeless World Cup and then students will vote for the best one.</p>
Break (15 minutes)					
10:45 - 11:30	<p>Group work: Book covers & titles concerning malfunctions of the brain are given on the board. Students have to answer two questions: Have you read or heard about this</p>	<p>Pronunciation: words written on board. Students have to say the words and classify them according to their pronunciation. Listening and checking answers. Reading & Speaking: Article about physicist</p>	<p>Listening & Writing: Listening to three conversations about crimes. Students have to decide on which of the crimes the speakers are talking about. Matching exercise and then paraphrasing the sentences</p>	<p>Grammar: avoiding repetition when writing using substituting words & ellipsis. Completing exercises by using substituting words given. Writing: making the given conversation as short as possible using substitution</p>	<p>Reading & Speaking: Completing a quiz entitled: Ever had that guilty feeling? And then comparing the answers with the quiz results. Vocabulary & Grammar: Matching verbs and nouns to make collocations.</p>

	book or the author? What do you think this case is about.	Professor Michio Kaku's ideas. Matching exercise: words with definitions. Discussing a set of questions: agreeing and disagreeing.	given in the exercise starting with the words given.	and ellipsis.	
11:30 - 12:15	Grammar: Participle clauses (present/past/perfect participle). Grammar exercises. Pronunciation: Listening to a conversation between three people and answering a set of questions then discussing how the speakers pronounce the underlined sections of the given words. Reading & Writing: Reading a passage from a book and continuing the story using one's own imagination.	Grammar: Speculating about the future using modals. Completing a set of exercises. Listening & Vocabulary: Listen to two people on a radio show discussing the gadget in the photo and then answering questions. Students then listen again and make notes on arguments in favour/against the device. Speaking: Group work: Discussing a set of questions on scientific breakthroughs of the last century.	Writing: Writing an account of a court case for the 'News in brief' section of a newspaper. Speaking & Listening: Putting the crimes given in the box in order of seriousness and explaining the choice to the rest of class. Listening to a vox pop: people asked what punishment they would give to people guilty of some crimes. Group work discussing questions related to the voxpop interviews. Grammar: Using modal verbs to talk about the past.	Reading & Vocabulary: Group work: Think of five tips you could give a person who wants to improve their writing then reading a blog on the same topic titled: The writer's block. Question and answer exercise. Writing: Writing a short blog about the students' experience in Malta and the school.	Vocabulary: Completing sentences with the expressions with 'conscience'. Writing: which of these actions would give you a guilty conscience? Students will write a situation using each of the expressions given. Speaking: Can you think of a time when you felt guilty about doing any of these things.

Lunch Break (45 minutes)

13:00 - 13:45	Mental Health issues. Is there enough mental health awareness in your country. Discuss the role of NGOs in educating people on mental health matters.	Speaking/Conversation Classes: Topic for conversation: How did technology change the world? Discussing the pros and cons of technology.	Speaking/Conversation Classes: Capital punishment. Arguments in favour or against the death penalty.	Speaking/Conversation Classes: Topic for conversation: How important is pronunciation in the English language. English as a lingua franca.	Speaking/Conversation Classes: Topic for conversation: Social deprivation and factors that contribute to social exclusion.
13:45 - 14:30	Anxiety & Depression. How to cope with work-related stress.	Life before and after the mobile phone. Do you prefer now or before?	Organised crime. What is the situation like in your country? How can the police enhance their fight against organised crime?	Among native English speakers, many different accents exist. British accents and dialects.	The retirement age - are you in favour or against raising the age of retirement.

Break (15 minutes)

14:45 - 15:30	The role of Maltese NGOs in educating people about mental health issues.	The ICT industry in Malta.	The judicial system in Malta.	Malta as a bilingual country: English and Maltese are Malta's two official languages.	The social welfare system in Malta.
15:30 - 16:15	Malta's state healthcare system.	A brief overview of Malta's telecommunications industry.	The Maltese Law Courts and the Laws of Malta.	The Maltese language and its origin.	Illegal Immigration in Malta and its effect on Maltese society.

Course outcomes:

In this week, the students would have learnt how to make coherent arguments using elaborated language on issues such as mental health, technology, crime and its repercussions, legal issues as well as express themselves better when speaking about the influence of English words on their native language.

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