



DAILY PROGRAMME

Intermediate English Course for Teachers (B1-B2)

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (start around B1)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Understanding: talks, webinars and articles	DAY 2 Discussing: opinions, agreement and disagreement	DAY 3 Speaking at length: describing your work	DAY 4 Writing: emails and a short professional text	DAY 5 Summarising and passing it on
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Day by day

Day 1

Understanding: talks, webinars and articles

- **Icebreaker:** “One thing I understood, one thing I missed” — each participant remembers a talk, meeting or video in English and tells a partner one thing they understood and one thing they missed
- **The map for the week:** the Council of Europe framework (CEFR) and its 2020 Companion volume, and the scales this week works on; the trainer reads the B1 and B2 rows with the group, and each participant notes where they stand today, on one sheet, kept for Friday
- Listening to a short talk on an education topic: listening for the main idea first, then for details; note-taking that works when the speaker is fast
- **Strategies for what you missed:** guessing from context, asking a precise question, checking with a colleague afterwards
- **Reading an article about education:** finding the main argument, and — as the framework puts it at B2 — recognising “when a text provides factual information and when it seeks to convince readers of something”
- **Output:** your notes from the talk and a five-sentence summary of the article

Day 2

Discussing: opinions, agreement and disagreement

- **Warm-up:** “Agree, disagree, it depends” — statements about school life are read aloud, participants stand on one side of the room, the other side, or in the middle, and give one reason
 - Giving and defending an opinion — the B1 and B2 rows of Informal discussion and Formal discussion (meetings): the language of opinions, reasons and examples, and how to disagree politely
 - When several people speak fast — which, the framework notes, can still be difficult at B2: turn-taking, how to enter a discussion, how to ask someone to slow down or repeat, how to check what you understood
 - Discussion rounds in groups of four on education topics — for example homework, phones in school, marks — with a new group and a new topic each round
 - **Feedback in pairs:** one thing your partner did well, one phrase they could use next time
 - **Output:** a personal list of discussion phrases you have actually used today
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Day 3

Speaking at length: describing your work

- **Describing experience at B2:** “clear, detailed descriptions on a wide range of subjects related to their field of interest” — what makes a description clear and detailed rather than a list
 - **Preparing a three-minute talk:** a lesson, project or task from your own work that went well — or did not — and what you learned from it
 - **Structure and signposting:** how to begin, move between points and end, so that listeners can follow
 - Talks in groups of four, with follow-up questions; a colleague gives feedback on a short sheet: what was clear, what could be more detailed
 - **Answering questions you did not expect:** buying time, rephrasing the question, admitting what you do not know
 - **Output:** your talk notes and your colleague's feedback sheet
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Day 4

Writing: emails and a short professional text

- Professional emails — the B1 and B2 rows of Correspondence: formal and less formal tone, clear requests, polite reminders, and replies to a difficult email
- Writing a short text about your work (the scale Reports and essays) — for example a paragraph for a school newsletter or a short reflection on the course so far — with a clear structure and linking words
- **Accuracy:** the mistakes that intermediate writers make most, and how to check your own text
- **Checking tools:** a free spellchecker or grammar checker may be used to check a text you have already written, not to write it for you
- **Peer feedback:** partners swap texts, mark what is clear and what is unclear, and each writer rewrites once
- **Output:** two emails and a short text, revised after feedback

Day 5

Summarising and passing it on

- **Opening session — mediation at B2:** acting “as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary”
- **Rapporteur practice:** groups discuss one education question; one person in each group takes notes, checks them with the group and reports the group's view — the role changes in each round; reporting to the whole room is voluntary, and a group can report to one other group instead
- Explaining an article to colleagues who have not read it: the main points, in simpler words, in two minutes
- **Your self-assessment:** Monday's sheet beside the week's work — for each area of the week, where you stand now, in the framework's words
- **Your three-month plan:** what you will practise, how often, with which free materials, and how you will notice progress
- **Output:** your rewritten self-assessment and your three-month plan
- Course evaluation and feedback
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2

Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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