Course: Level 2  
CEFR Level: A2

Course Schedule: The course consists of 8 weeks. Students receive 4 hours of English language instruction every day 5 times a week. (8 x 20 hours = 160 hours)

Office Hours: Each instructor schedules 2 office hours per week that s/he is available for questions from students.

Tutorials: Each instructor schedules 2 tutorial hours per week when there is a need to study with students on an individual basis.

Course Description: Level 2 course is aimed at those students who have successfully completed Level 1 (A1) to bring them to A2 level. The course will build on and expand the basic structures and the most frequent words and phrases to reach some complexity in the use of language. The course will also teach strategies for developing four language skills.

Specific goals of the level are as follows:

Writing Goal: Students will develop competence in writing a short unified paragraph by choosing the necessary language (i.e. description, narration) in ~150 words with appropriate vocabulary use.

Speaking Goal: Students will communicate with confidence in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters

Listening Goal: Students will follow specific information and understand the gist in a provided speech that is clearly and slowly articulated.

Reading Goals: Students will develop competence in constructing meaning from short simple informative texts and develop reading strategies to guess the meaning of unknown vocabulary, recognize reference words, and get the main ideas, specific information as well as understand simple paraphrases/inferences of the information in the text.

Language Goals: Students will develop their language knowledge and experience in present, past, future tenses; present and past continuous aspects as well as present modal uses and infinitive structures. They will produce complex sentences using basic conjunctions, comparisons and if/when/after/before clauses using vocabulary from general word lists.

Books and Materials:
- Touchstone 2 (CUP) course book with its components (E-Workbook, E-vocabulary, CD, video book, DVD, LMS tasks)
- Q: Skills for Success 1 (OUP) for reading
- LEVEL 2 Booklet with level specific prepared supplementary materials for all skills

Other Sources:
- Bilgi Writing Center: Students can receive one-to-one tutorials on writing and attend workshops on language, reading, and writing.
- CALL Centers: Students can have access to a variety of programs for language and skill practice.
Course Learning Outcomes:

Language Use (LU)
Reading (R)
Listening (L)
Writing (W)
Speaking (S)

Students will be able to:

Week 1:
- use simple present and present of be in question forms and statements in familiar contexts (LU)
- use gerund and infinitive forms after can, hate, good at, enjoy, prefer, etc. to tell about interests, hobbies, abilities (LU)
- use object pronouns (i.e. me, her, him) and everybody, everyone, no one, nobody (LU)
- recall vocabulary on types of music and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify specific information in short simple dialogues about familiar subjects to fill in missing information (L)
- identify specific information by reading a simple informative text quickly and carefully (R)
- write a short text about favorite activities with an opening and closing sentence in 120-150 words (W)
- ask and answer simple questions to find information about preferences, likes/dislikes/interests (S)
- use appropriate conversation starters when meeting different people in different situations (S)
- maintain a simple conversation by correcting things or beliefs, saying no in a friendly way, making the meaning stronger (S)

Weekly in-class tasks
- Course book Productive written task week 1
- Reading – Writing written task week 1
- Speaking task Week 1: Booklet speaking task unit 1 or 2.

Assignment:
- E-Workbook Unit 1 & 2
- Weekend Homework 1
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks

Week 2:
- use simple present and the simple present continuous with time expressions (LU)
- identify the difference between the use of the simple present and the simple present continuous and their time words (LU)
- use frequency adverbs (LU)
- interpret what is read in a very simple way (R)
- identify specific information by reading a simple informative text quickly and carefully (R)
- make logical inferences by using information in a short informative text (R)
- use clauses with if and when expressing present state (LU)
- recall and use vocabulary on health (illnesses and remedies) and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify specific information about familiar subjects in short monologues and dialogues (L)
- write a descriptive text about friends or family members in 120-150 words (W)
- express and justify opinions on familiar subjects in a very simple way (S)
- maintain a simple conversation by making comments, asking follow up questions, expressing surprise (S)

Weekly in-class tasks
- Course book Productive written task week 2
- Reading – Writing written task week 2
- Speaking task Week 2: Booklet speaking task unit 3

Assignment:
- E-Workbook Unit 3
- Weekend Homework 2
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks
**PREPARATORY PROGRAM**
**LEVEL 2 STUDENT SYLLABUS**

**Week 3:**
- recall ordinal numbers to say days of the month (LU)
- use future with *going to, will* and present continuous (LU)
- use indirect objects/indirect object pronouns (LU)
- recall and use vocabulary on celebrations: special days, dates and events and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify subject/object pronouns that refer to specific nouns (R)
- identify specific information by reading a short informative text quickly (R)
- find the meaning of new and unfamiliar words using the contextual clues in the text (R)
- make logical inferences by using information in a short informative text (R)
- identify specific information about familiar subjects in short monologues and dialogues (L)
- write a short text about a given topic in a logical order in 120-150 words (W)
- use connectors (and/but/so/because) and clauses (when/if) to express ideas in a short text (W)
- ask and answer questions to describe celebrations of special days (S)
- maintain a simple conversation by using “vague” expressions and giving “vague” responses (S)

**Weekly in-class tasks**
- Course book Productive written task week 3:
- Reading – Writing written task week 3:
- Speaking task Week 3: Booklet speaking task unit 4

**Assignment:**
- E-Workbook Unit 4
- Weekend Homework 3
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks

**Week 4:**
- use simple past tense in statements and questions with time expressions (LU)
- identify the differences between the general and specific use of determiners (*all, all of, most, most of, some, some of, a few, a few of, no, none of, a lot of*) (LU)
- recall vocabulary on school subjects and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- find the meaning of new and unfamiliar words using the contextual clues in the text (R)
- identify specific information by reading a simple informative text quickly (R)
- make logical inferences by using information in a short informative text (R)
- identify subject/object pronouns that refer to specific nouns (R)
- identify the main idea of a paragraph or a text/author’s message (R)
- identify specific information about past experiences in short monologues and dialogues (L)
- use exemplification by using for example, for instance and such as (W)
- write a descriptive text about a place (W)
- ask and answer questions about past experiences using sequence linkers (S)
- maintain a simple conversation by correcting what is said (S)
- maintain simple conversations including self-correction (S)

**Weekly in-class tasks**
- Course book Productive written task week 4
- Reading – Writing written task week 4
- Speaking task Week 4: Booklet speaking task unit 5

**Assignment:**
- E-Workbook Unit 5
- Weekend Homework 4
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks
Week 5:
- use infinitives to give reasons (LU)
- give advice and make suggestions (LU)
- recall vocabulary on travel and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify specific information about familiar subjects in short dialogues (L)
- identify the gist of a talk giving information about familiar topics (L)
- talk about things you need to do before a plan (S)
- maintain a conversation by responding to invitations, suggestions, and offers, and using vague expressions (S)
- agree or disagree on particular plans by giving reasons briefly (S)
- identify specific information by reading a simple informative text quickly and carefully (R)
- make logical inferences by using information in a short informative text (R)
- identify subject / object pronouns that refer to specific nouns (R)
- find the meaning of new and unfamiliar words using the contextual clues in the text (R)
- identify the main idea of a text / author’s message (R)
- Write a descriptive text about past in 120-150 words (W)

Weekly in-class tasks
- Course book Productive written task week 5
- Reading – Writing written task week 5
- Speaking task Week 5: Booklet speaking task unit 7

Assignment:
- E-Workbook Unit 7
- Weekend Homework 5
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks

Week 6:
- use past continuous in statements and questions (LU)
- identify the difference between the use of the past simple and the past continuous tense (LU)
- use reflexive pronouns (LU)
- recall vocabulary on parts of the body and injuries and target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify the gist in a story (L)
- identify the specific information in anecdotes (L)
- talk about accidents and things that went wrong (S)
- maintain a conversation by reacting to and commenting on an anecdote/story (S)
- identify specific information by reading a simple informative text quickly and carefully (R)
- make logical inferences by using information in a short informative text (R)
- identify subject / object pronouns that refer to specific nouns (R)
- find the meaning of new and unfamiliar words using the contextual clues in the text (R)
- identify the main idea of a text / author’s message (R)
- use the necessary language to narrate memories in 120-150 words (W)
- use sequence connectors for narration (W)

Weekly in-class tasks
- Reading – Writing written task week 6
- Speaking task Week 6: Booklet speaking task unit 9

Assignment:
- E-Workbook Unit 9
- Weekend Homework 6
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks
Week 7:
- use comparative adjectives (LU)
- use more, less, and fewer (LU)
- recall and use vocabulary on ways of communicating target vocabulary items (LU)
- recall and use the target vocabulary items studied (LU)
- identify the gist of a conversation (L)
- maintain a conversation by asking for things politely, agreeing or disagreeing to requests (S)
- agree or disagree with ideas about familiar subjects by giving reasons briefly (S)
- express ideas briefly about familiar topics (S)
- identify specific information by reading a simple informative text quickly and carefully (R)
- make logical inferences by using information in a short informative text (R)
- identify subject / object pronouns that refer to specific nouns (R)
- find the meaning of new and unfamiliar words using the contextual clues in the text (R)
- identify the main idea of a text / author’s message (R)
- write a short descriptive text about an event (special day or holiday) in 120-150 words

Weekly in-class tasks
- Course book Productive written task week 7
- Reading – Writing written task week 7
- Speaking task Week 7: Booklet speaking task unit 10

Assignment:
- E-Workbook Unit 10
- Weekend Homework 7
- Online Touchstone 2 vocabulary and thematic tasks & Q: Skills 1 Vocabulary Tasks

Week 8:
- recall and use previously learned structures (LU) atılabilir mi?
- recall previously learned listening strategies (L)
- recall previously learned speaking strategies (S)
- recall previously learned reading strategies (R)
- write a simple opinion text about a given topic (W)
- demonstrate an awareness of writing in terms of unity and coherence (W)

Assignment:
- Revision material & Touchstone Self Study Listening
Assessment components and the individual percentages per term are as follows;

**Attendance 10%**
Students are expected to regularly attend all their lessons. Absenteeism is recorded each day by the teacher. Students are allowed to miss 10 class hours without being penalized. However, absenteeism for every 3 class hours after that results in a reduction of 1 point from the student’s overall attendance average.

**Participation 5%**
Students are expected to come to lessons on time and prepared with their materials, books and notebooks. They are also expected to participate during the lessons, and evaluated by each of their instructors according to the criteria.

**Mid Term Quizzes 20%**
Students are given common quizzes to assess their level of English in grammar (5%), listening (5%), reading (5%), and speaking (5%).

**Teacher Quizzes 5%**
Students are given minimum 2-3 teacher quizzes per term by their main course and skills teachers.

**Timed Writing Tests 20%**
Students are tested twice a term by means of timed writing tests in order to assess their learning from the main course and writing lessons conducted throughout the term. In addition to that, they are given 7-8 productive writing tasks to evaluate their own learning of specific language structures and basic writing skills. At the end of the term, the average of these tasks is counted as the third timed writing.

**Tasks and Assignments 10%**
Students are required to complete 7-8 main course productive writing tasks (4%), e-workbook (2%), e-vocabulary (2%) and teacher homework (2%) assigned periodically by their instructors.

**End of Term Achievement Test 30%**
Achievement test is conducted over two days at the end of each term. One day is allocated for the speaking component of the test and one day is allocated for the written component. The achievement test consists of Language (15%), Reading (30%), Speaking (20%), and Writing (35%) components, and it makes up of 30% of the overall assessment. Students are required to get a minimum of 50% from the final AT regardless of their overall score. The overall score of students has to be 60% to exit the program.

**Assessment:**
Assessment in Level 2 focuses on language achievement with grammar, vocabulary, and skill based quizzes (listening, speaking, reading and writing) and end of term Achievement Test. There are also tasks assigned regularly during the term to reinforce learning (e-workbook, weekend homework packs, teacher homework). Learner participation and attendance are the other components of the assessment system.