

BTU SFL  
2023-2024 ACADEMIC YEAR  
**A2 COURSE SYLLABUS**

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## LEVEL COORDINATOR

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## COURSE DESCRIPTION

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This course is designed to enable students to gain required language abilities and competences in order to achieve the CEFR based A2 level BTU SFL outcomes and get ready for B1 Course in our School of Foreign Languages at Bursa Technical University.

This course will cover communicative language activities and competencies based on vocabulary, grammar and the four skills of language learning (listening, reading, speaking, and writing) through face-to-face lessons (24 hours per week) and online activities and tasks.

The main content of A2 Course consists of 11 units presented in the Language Hub Elementary (A2) Student's Book. All the units will be covered in 8 weeks.

A2 Course involves face-to-face learning supported with online content. The main content is delivered face to face in the classroom, and it is supported through interactive activities and tasks that are presented online via LEARN (the Learning Management System (LMS) of BTU SFL - accessible at <https://learn.btu.edu.tr/> (The Language Hub Elementary Student's App is also accessible at <https://www.macmillaneducationeverywhere.com>. You can use this app to reach course book resources and do optional exercises for further practice).

We hope this course will enable our students to make great progress in their language ability.

## COURSE PREREQUISITES

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Although it is not a prerequisite to start A2 level, students starting this course should have completed CEFR A1 level in order to achieve the course objectives. Students whose level is CEFR Pre A1 may have difficulty in meeting the objectives within the required course time unless they exhibit substantially more effort.

## COURSE DURATION

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QUARTER 1		QUARTERS 2, 3, 4	
9 weeks		8 weeks	
Teaching & Exams	Assessment & Preparation	Teaching & Exams	Assessment & Preparation
8 weeks		7 weeks	
23 hrs/week face to face	1 week	20 hrs/week face to face for repeat classes	1 week

## COURSE OBJECTIVES

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The aim of this course is to enable students to gain required language abilities and competences in order to achieve the end of CEFR A2 level descriptors and get ready for B1 Course in the SFL.

The CEFR A2 level descriptors are shown below:

RECEPTION		PRODUCTION	
Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> <li>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>I can catch the main point in short, clear, simple messages and announcements.</li> </ul>	<ul style="list-style-type: none"> <li>I can read very short, simple texts.</li> <li>I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</li> </ul>

## COURSE OUTCOMES

As the descriptors above reflect a more general profile of an A2 level learner, it is obviously necessary to narrow down the described competences in the assessment process into communicative language activities and competences in which the learner performance exhibits the language competences they have developed during the course in a task-based context. Therefore, the following learning outcomes have been defined, each of which corresponds to a communicative language activity or competence described in the CEFR A2 level. At the end of this course, students will be able to:

<ul style="list-style-type: none"> <li>follow and generally understand short, simple, slow and clear conversations between other people.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities / Reception / Understanding Conversation Between Other Speakers)</i>
<ul style="list-style-type: none"> <li>understand the essential information in short audio-media recordings.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities / Reception / Listening to Audio-media Recordings)</i>
<ul style="list-style-type: none"> <li>understand short texts dealing with everyday topics.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities / Reception / Reading for Information &amp; Argument)</i>
<ul style="list-style-type: none"> <li>create a brief written description of a person including physical appearance, personality, daily and leisure activities using basic, concrete vocabulary and simple phrases and sentences with basic connectors.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production - Creative Writing)</i>
<ul style="list-style-type: none"> <li>describe everyday aspects of their environment e.g. people, places, a job or study experience.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production - Creative Writing)</i>
<ul style="list-style-type: none"> <li>give very short, basic descriptions of events, past activities and personal experiences (</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production - Creative Writing)</i>
<ul style="list-style-type: none"> <li>describe everyday aspects of people, places, experiences, events, activities, habits, likes and dislikes.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production – Sustained Monologue: describing experience)</i>
<ul style="list-style-type: none"> <li>give simple factual information on everyday topics and activities.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production – Sustained Monologue: giving information)</i>
<ul style="list-style-type: none"> <li>explain their opinions, likes and preferences making simple direct comparisons.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production – Sustained Monologue: putting a case)</i>
<ul style="list-style-type: none"> <li>give a short, rehearsed presentation on everyday topics.</li> </ul>	<i>(Ref: A2 CEFR Communicative Language Activities – Production – Addressing Audiences)</i>
<ul style="list-style-type: none"> <li>use sufficient vocabulary about everyday topics.</li> </ul>	<i>(Ref: CEFR A2 / Linguistic / Vocabulary Range)</i>
<ul style="list-style-type: none"> <li>use simple structures correctly - still with mistakes but with clear meaning.</li> </ul>	<i>(Ref: CEFR A2 / Linguistic / Grammatical Accuracy)</i>

## **COURSE MATERIALS & PLATFORMS**

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Materials for this course include:

- **Language Hub Elementary A2 Student's Book**  
The instructor and the students will use this course book in face-to-face classes.
- **BTU SFL Learn Platform** (accessible @ [learn.btu.edu.tr](http://learn.btu.edu.tr))  
This is the main website for the asynchronous course information and resources. All students will follow this website and do asynchronous activities and tasks regularly. The platform includes mini video lessons, task instructions, interactive activities and quizzes and other useful resources necessary for your course.
- **Language Hub Elementary A2 Student's App** (Please check the Language Hub Student's App Guide shared in the Course Introduction section on LEARN to learn how to download and start the application.)  
This is the digital platform of your course book. You reach your course book content digitally with this app on your PC or phone. You can do optional "prepare and practice" exercises for extra practice.
- **Review Worksheets for LH Elm Units**  
After each two-units, the review worksheets focus on the content of the two units with the LUEX question forms. Make sure you complete these worksheets timely.
- **Communicative Task Materials (15 Tasks)**  
These documents are designed to support target language use with interactive and productive activities along with appropriate language training and target language inventory.
- **A2 Assignment Practice Materials**  
These documents include WRAS1, WRAS 2 and SPAS practice materials. You can reach them on SFL LEARN platform.
- **A2 Progress Tests and Skills Tests (with audio files)**  
You can review your progress with the help of these Language Hub Book materials. You can reach them on SFL LEARN platform.
- **A2 Reading Bundles**  
These are useful reading texts. You need to read them and do related exercises to practice your language comprehension. One of the reading texts in this bundle will be in your Reading Exam. Make sure you complete all the texts in the bundle.
- **A2 Mid-Quarter and End-Quarter Mock Exams**  
These mock exams will be conducted in the classroom to prepare you for your Mid-Quarter and End-Quarter Exams.

The daily program you need to follow will be uploaded onto LEARN at the beginning of the quarter. Whenever necessary, you will also be shown how to use the available materials about the course on the internet effectively. Your instructor will direct you to the relevant websites in order to provide you with supplementary resources. You can also check our website (<http://ydyo.btu.edu.tr/index.php?sid=148>) for useful links.

## **COURSE ACCESS & TECHNOLOGY REQUIREMENTS**

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This is a face-to-face learning course supported with online content. Access to a computer, tablet or mobile phone with an Internet connection is required to experience the online course activities on LEARN. For this asynchronous online component of the course, you can access the course materials at your own time and location as you wish. There will be some tasks you are expected to do at the beginning, in the middle and at the end of each unit (some of which are assessed – please check the LEARN section on page 9 for further details). If you have any technical problems, please feel free to contact your instructor (via a message or an email) or send an e-mail with your name, surname, student number and a short description of the problem to [ogrenci.ydyo@btu.edu.tr](mailto:ogrenci.ydyo@btu.edu.tr) whenever you want.

## COURSE ASSESSMENT

No	Assessment Name	Rate	Code	Content
<b>A. Portfolio Assignments</b>				
1	Writing Assignment 1	5%	WRAS	Write a Blog Article: A Personal Profile
2	Writing Assignment 2	5%	WRAS	Write an Online Magazine Article: A Person's Life
3	Speaking Assignment	8%	SPAS	Give a Prepared Presentation
<b>B. Mid-Quarter Exams</b>				
1	Reading Exam 1	10%	REEX1	Reading Text 1 - 60 pts Reading Text 2 - 40 pts (from A2 Reading Bundles 1,2,3)
2	Listening Exam 1	10%	LSEX1	Listening Track 1 - 50 pts Listening Track 2 - 50 pts
3	Language Use Exam 1	8%	LUEX1	1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3
<b>C. End-Quarter Exams</b>				
1	Reading Exam 2	10%	REEX2	Reading Text 1 - 60 pts Reading Text 2 - 40 pts (from A2 Reading Bundles 4,5,6)
2	Listening Exam 2	10%	LSEX2	Listening Track 1 - 50 pts Listening Track 2 - 50 pts
3	Language Use Exam 2	8%	LUEX2	1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.1 7.2 7.3 8.1 8.2 8.3 9.1 9.2 9.3 10.1 10.2 10.3 11.1 11.2
4	Writing Exam	10%	WREX2	Write a Blog Article: A Personal Profile OR Write an Online Magazine Article: A Person's Life
5	Speaking Exam	12%	SPEX	All units
<b>D. Online Content (on the LEARN)</b>				
1	Interactive Videos	4%	LEARN	Watch and complete more than 60 interactive videos on the LEARN

\* On the Automation (OBS), there are twelve sections: WRAS1, WRAS2, SPAS, REEX1, LSEX1, LUEX1, REEX2, LSEX2, LUEX2, WREX and SPEX, Online Content. The class instructor enters the grades into the Automation (OBS).

## A. PORTFOLIO ASSIGNMENTS

### 1. WRAS1 - Writing Assignment 1 (5%)

- In this assignment, you write a 3-paragraph personal profile about a person in 130-180 words.
- This is a process writing assignment with two drafts.

WRAS PROCESS			
1 <sup>st</sup> Draft	2 <sup>nd</sup> Draft		
You write 1 <sup>st</sup> draft in class	Your instructor gives feedback	You write the 2 <sup>nd</sup> draft before deadline	You submit both 1 <sup>st</sup> and 2 <sup>nd</sup> draft before deadline
<b>70% of the total score</b>	<b>30% of the total score</b>		

*Check the current dates in your pacing schedule.*

#### STEPS for the 1<sup>st</sup> draft

1. You have 45 minutes to write the 1<sup>st</sup> draft in the class.
2. Read the task carefully and make sure you understand the topic.
3. Plan your writing. Take notes about the three paragraphs of your writing.
  - You should use the following structure in your writing:
    - **Paragraph 1:** Give basic personal & family information
    - **Paragraph 2:** Describe a person
    - **Paragraph 3:** Describe daily activities
4. Start writing by using your notes. You can use your own handwritten vocabulary notes during the assignment. You are not allowed to use notes including sample sentence structures or dictionaries. You should use your own sentences in your writing. Make sure you don't violate any plagiarism rules.
5. Check your own writing. Read your text slowly and make sure each sentence has a subject and a verb. Check the topic, spelling and punctuation for each paragraph.
6. Edit your text if necessary.
7. Check the word count of your text and write it below the text.
8. Submit your assignment paper to your class instructor before you leave.

#### STEPS for the 2<sup>nd</sup> draft

1. You have 2-3 days to finish the second draft.
2. Check your instructor's feedback carefully and make sure you understand it (See the document *Writing Feedback Codes* in the Course Introduction section on LEARN).
3. Correct your mistakes and improve your text according to your instructor's feedback.
4. Check your own writing. Read your full text slowly and make sure each sentence has a subject and a verb. Check spelling and punctuation.
5. Complete the final revision of your writing.
6. Submit both your 1<sup>st</sup> draft and 2<sup>nd</sup> draft of your assignment to the class instructor before the given deadline.
7. Remember that your instructor gives overall feedback on the second drafts.

#### ASSESSMENT

- Your instructor will NOT grade your paper if you submit it later than the deadline.

- There are two separate scores for the 1<sup>st</sup> and the 2<sup>nd</sup> drafts. The Writing Assignment rubric criteria and the scoring ratings are below:

WRAS 1 GRADING			
<b>1<sup>st</sup> draft</b>	Content & Task Achievement	1-4 pts	x 3,5 = <b>70%</b>
	Organization	1-4 pts	
	Vocabulary	1-4 pts	
	Language Use	1-4 pts	
	Mechanics	1-4 pts	
<b>2<sup>nd</sup> draft</b>	Revising	1-4 pts	x 7,5 = <b>30%</b>

Please see the Writing Assignment Rubric for the full performance descriptors for each criterion and level of performance.

- Your instructor will announce your overall score out of 100 after the submission of the second draft.
- If you submit ONLY the first draft, then the first draft is graded out of 70.
- If you submit ONLY the second draft, then the second draft is graded out of 30.
- Students who submit a plagiarized paper will receive 0 points (Please check the “plagiarism” section below to see what actions are considered plagiarism).
- Students who submitted a plagiarized first draft are allowed to submit their second drafts and will be assessed only from their second drafts (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 point from the “Content & Task Achievement” section in the Writing Assignment Rubric in the first draft.

## 2. WRAS2 - Writing Assignment 2 (5%)

- In this assignment, you write a text with three paragraphs about a person’s life in 130-180 words.
- This is a process writing assignment with two drafts.

WRAS PROCESS			
1 <sup>st</sup> Draft	2 <sup>nd</sup> Draft		
You write 1 <sup>st</sup> draft in class	Your instructor gives feedback	You write the 2 <sup>nd</sup> draft before deadline	You submit both 1 <sup>st</sup> and 2 <sup>nd</sup> draft before deadline
<b>70% of the total score</b>	<b>30% of the total score</b>		

Check the current dates in your pacing schedule.

### STEPS for the 1<sup>st</sup> draft

1. You have 45 minutes to write the 1<sup>st</sup> draft in the class.
2. Read the task carefully and make sure you understand the topic.
3. Plan your writing. Take notes about the three paragraphs of your writing.
  - You should use the following structure in your writing:
    - **Paragraph 1:** Narrate a personal history
    - **Paragraph 2:** Describe the person’s job
    - **Paragraph 3:** Describe the person’s home
4. Start writing by using your notes. You can use your own handwritten vocabulary notes during the assignment. You are not allowed to use notes including sample sentence structures or dictionaries. You should use your own sentences in your writing. Make sure you don’t violate any plagiarism rules.

5. Check your own writing. Read your text slowly and make sure each sentence has a subject and a verb. Check the topic, spelling and punctuation for each paragraph.
6. Edit your text if necessary.
7. Check the word count of your text and write it below the text.
8. Submit your assignment paper to your class instructor before you leave.

### **STEPS for the 2<sup>nd</sup> draft**

8. You have 2-3 days to finish the second draft.
9. Check your instructor’s feedback carefully and make sure you understand it (See the document *Writing Feedback Codes* in the Course Introduction section on LEARN).
10. Correct your mistakes and improve your text according to your instructor’s feedback.
11. Check your own writing. Read your full text slowly and make sure each sentence has a subject and a verb. Check spelling and punctuation.
12. Complete the final revision of your writing.
13. Submit both your 1<sup>st</sup> draft and 2<sup>nd</sup> draft of your assignment to the class instructor before the given deadline.

### **ASSESSMENT**

- Your instructor will NOT grade your paper if you submit it later than the deadline.
- There are two separate scores for the 1<sup>st</sup> and the 2<sup>nd</sup> drafts. The Writing Assignment rubric criteria and the scoring ratings are below:

<b>WRAS 1 GRADING</b>			
<b>1<sup>st</sup> draft</b>	Content & Task Achievement	1-4 pts	<b>x 3,5 = 70%</b>
	Organization	1-4 pts	
	Vocabulary	1-4 pts	
	Language Use	1-4 pts	
	Mechanics	1-4 pts	
<b>2<sup>nd</sup> draft</b>	Revising	1-4 pts	<b>x 7,5 = 30%</b>

*Please see the Writing Assignment Rubric for the full performance descriptors for each criterion and level of performance.*

- Your instructor will announce your overall score out of 100 after the submission of the second draft.
- If you submit **ONLY** the first draft, then the first draft is graded out of 70.
- If you submit **ONLY** the second draft, then the second draft is graded out of 30.
- Students who submit a plagiarized paper will receive 0 points (Please check the “plagiarism” section below to see what actions are considered plagiarism).
- Students who submitted a plagiarized first draft are allowed to submit their second drafts and will be assessed only from their second drafts (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 point from the “Content & Task Achievement” section in the Writing Assignment Rubric in the first draft.



### 3. SPAS - Speaking Assignment (8%)

- In this assignment, you give a presentation about a specific topic in the classroom.
- Each student's presentation should last 2 (min.) - 4 (max.) minutes.
- Your presentation should have the following outline:
  - A brief introduction
  - **Part 1** – (Please check the current questions)
  - **Part 2** – (Please check the current questions)
  - **Part 3** – (Please check the current questions)
  - A brief conclusion

#### STEPS

1. First, go to LEARN. Click on the SPAS topic document. Read the topic and the questions under each part.
2. Decide what you want to talk about and take notes about your answers.
3. Prepare your photo.
4. When your speech and your photo are ready, practice your presentation several times before the assignment day.

#### ASSESSMENT

- The Speaking Assignment is given one score (out of 100) using four criteria:

SPAS GRADING	
Task Completion	25%
Delivery	25%
Accuracy	25%
Range	25%

*Please see the Presentation Assessment Rubric for the full performance descriptors for each criterion and level of performance.*

- Please remember that
  - reading from script and making use of cue cards/notes are not allowed,
  - using a language other than English is not allowed unless the definition or explanation is given in English,
  - your presentation will be recorded by the instructor.

## B. MID-QUARTER EXAMS

### 1. REEX1 - Reading Exam 1 (10%)

- REEX1 includes two reading passages. One of these passages will be chosen from the first three reading bundles (1, 2 and 3), while the other one will be selected from an external resource.
- REEX1 exam is assessed by one instructor.

### 2. LSEX1 - Listening Exam 1 (10%)

### 3. LUEX1 - Language Use Exam 1 (8%)

- LSEX1 and LUEX1 are administered together in one sitting within 60 minutes.
- LSEX1 includes two different listening tracks and each track is played twice. LUEX1 includes grammar and vocabulary questions.
- LSEX1 and LUEX1 are assessed by one instructor.

## C. END-QUARTER EXAMS

### 1. REEX2 - Reading Exam 2 (10%)

### 2. WREX- Writing Exam (10%)

- REEX2 and WREX2 are administered together in one sitting within 75 minutes.
- REEX2 includes two reading passages. One of these passages will be chosen from the second three reading bundles (4, 5 and 6), while the other one will be selected from an external resource. In WREX, students are expected to write a 3-paragraph text. The exam specification and task is the same as WRAS1 or WRAS2. (130-180 words).
- REEX2 exam is assessed by one instructor.
- WREX is assessed by two instructors. The Writing Exam Rubric is used to assess your writings. The average of the two instructors' scores is calculated as the final grade for this exam.

WRITING EXAM RUBRIC		
Content & Task Achievement	1-4 pts	x 5 = <b>100%</b>
Organization	1-4 pts	
Vocabulary	1-4 pts	
Language Use	1-4 pts	
Mechanics	1-4 pts	

### 3. LSEX2 - Listening Exam 2 (10%)

### 4. LUEX2 - Language Use Exam 2 (8%)

- LSEX2 and LUEX2 are administered together in one sitting within 60 minutes.
- LSEX1 includes two different listening tracks and each track is played twice. LUEX2 includes grammar and vocabulary questions.
- LSEX2 and LUEX2 are assessed by one instructor.

### 5. SPEX - Speaking Exam (12%)

- There are two tasks in the exam:

	Task Type	Duration
<b>Task 1</b>	Topic 1 - Answer description questions	1 minute preparation + 1 minute speaking
<b>Task 2</b>	Topic 2 - Answer opinion/preference questions	1 minute preparation + 1 minute speaking

- Speaking Exam (SPEX) will be administered and assessed by two instructors.
- The Speaking Exam Rubric below is used to assess students' speaking performance. The average of the two instructors' scores will be calculated as the final grade for this exam.

SPEAKING EXAM RUBRIC		
Task Completion & Content	1-4 pts x 8	= <b>100%</b>
Vocabulary	1-4 pts x 5	
Grammar & Structure	1-4 pts x 6	
Fluency	1-4 pts x 6	

## D. INTERACTIVE CONTENT

### 4. Interactive Videos (4%)

- You watch and complete more than 60 “interactive videos” on the LEARN. You answer questions while watching and need to complete the interactive video task by clicking a “submit” button which appears nearly at the end of the video.
- The student performance is recorded and will be assessed using two main criteria:

<p style="text-align: center;"><b>50% completion</b></p> <p style="text-align: center;">How many videos are completed? (you need to “click to submit” your responses at the end of each interactive video)</p>	<p style="text-align: center;"><b>50% success rate</b></p> <p style="text-align: center;">How much correct response is collected? (you are expected answer the questions correctly)</p>
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- You need to complete these online activities before the deadline (**19<sup>th</sup> November, 12 am**). After the deadline, students cannot access these graded online activities (only the video links will be available).

## PARTICIPATION & ATTENDANCE

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The students are expected to attend at least 85% of the face-to-face classes in the course. A lower proportion of attendance will result in failure. The success of the course depends upon the active participation in all classes and asynchronous activities, including the completion of tasks or assignments, participation in group and pair-work activities. Missing classes, arriving late, or half-hearted participation in class work are not participating fully and will negatively impact your overall development and performance.

## PLAGIARISM

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Plagiarism is a serious academic offence. Any cheating or plagiarism will result in disciplinary action to be determined by the administration based on the severity and nature of the offense. The following actions will be considered as plagiarism and will receive 0 points in assessments:

- Copying your own work from a previous or another assignment,
- Submitting another student’s work as your own,
- Mixing parts or phrases from different sources and submitting them as your own,
- Reproducing ideas or words from a published work without any quotation marks or citing the source.
- In BTU SFL we acknowledge and encourage the use of ChatGPT and other forms of AI-based software as an effective tool for revision, self-study and in-class activities. However, the use of AI-based software and applications in all kinds of assignments (written and spoken) is strictly prohibited and is in direct violation of academic integrity and BTU SFL plagiarism regulations. Assignments created by means of directly copying content from AI-based software will receive 0 points and further disciplinary actions may be initiated by the school administration.

## PROTECTION OF COPYRIGHT

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Publications in all forms require permission from the copyright owner in advance. Students are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher.

## LANGUAGE CONTENT

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### GRAMMAR

- Adjectives – common and demonstrative
- Adverbs of frequency
- Articles – with countable and uncountable nouns
- Comparatives and superlatives
- Countables and Uncountables: much/many/ a lot of
- Future Time (will, going to and might)
- Have/has got
- Imperatives
- Modals – can/could
- Modals – have to
- Modals – should
- Past simple
- Pronouns: personal and object
- Phrasal verbs – common
- Possessives – adjectives and use of 's, s'
- Prepositions of time: on/in/at
- Present continuous
- Present simple
- Present perfect
- There is – there are
- Question words
- Verb + ing: like/hate/love/don't mind
- Verb + to-infinitive

### VOCABULARY

- Countries and nationalities
- Big numbers
- Everyday items
- Family
- Describing appearance and personality
- Everyday activities
- Work and jobs
- Time expressions – present and past time
- Education collocations
- Rooms and furniture
- Places in a town or city
- Adjectives – the appearance of things
- Life events
- Transport
- Travel phrases
- Verb phrases
- Food and drink
- Containers
- Shops and services
- Landscape features
- Weather and seasons
- Sports
- Collocations with 'get'
- Internet communication

### FUNCTIONS

- describe habits and routines
- describe past experiences
- describe people, places and things
- give a personal presentation
- make and respond to requests
- make and respond to suggestions
- leave a message
- ask for and give directions
- ask for and give opinions
- ask and answer questions in a hotel
- order food in a restaurant/cafe
- shop for clothes
- make and respond to invitations
- make plans

### TOPICS

- Personal Information
- Friends & Family
- School & Work
- Daily Activities
- Holidays & Special Days
- Travel & Transport
- Neighborhood & Places
- Leisure Activities & Entertainment
- Food & Drink
- Shopping
- Sports and Health
- Future Life

### DISCOURSE MARKERS

- Connecting words, and, but, because,
- Sequencing words
- Using narrative sequencers

## COMMUNICATIVE TASKS

In A2 level, there are 15 communicative tasks designed to “support” the curriculum. The functions and objectives of the tasks are determined to match the most indispensable elements of a CEFR based A2 level course. All the tasks are also aligned with an appropriate unit of Language Hub Elementary Coursebook. Each task comes with four documents: 1. Task Training, 2. Language Bank, 3. Task Performance Student A, 4. Task Performance Student B. Tasks are designed to provide scaffolded task practice. Each task includes activities that practice inquiry, information exchange, written and spoken productive skills. The task alignment is shown below:

LH Elm Unit	Task	Key Concepts	Key Patterns	Key Information
Unit 1.1	<b>1. Talk About Personal &amp; Contact Information</b>	<ul style="list-style-type: none"> <li>Countries</li> <li>Nationalities</li> <li>Professions &amp; jobs</li> <li>Fields of study</li> </ul>	<ul style="list-style-type: none"> <li>Verb be</li> <li>Basic verbs</li> <li>Subject - Verb</li> <li>Basic questions</li> </ul>	<ul style="list-style-type: none"> <li>Name</li> <li>Age</li> <li>Place of birth</li> <li>Residence</li> <li>Nationality</li> <li>Language(s) spoken</li> <li>Marital status</li> <li>Occupation</li> <li>Mobile</li> <li>Email</li> </ul>
Unit 1.3	<b>2. Talk About What's In A Bag</b>	<ul style="list-style-type: none"> <li>Common everyday items</li> </ul>	<ul style="list-style-type: none"> <li>This / That is...</li> <li>These / Those are...</li> <li>There is / are..</li> </ul>	<ul style="list-style-type: none"> <li>Contents of a bag</li> </ul>
Unit 2.1	<b>3. Talk About Family Relations</b>	<ul style="list-style-type: none"> <li>Extended family members</li> </ul>	<ul style="list-style-type: none"> <li>Possessive Adjectives</li> <li>Possessive 's</li> <li>Verbs be &amp; have</li> </ul>	<ul style="list-style-type: none"> <li>Family relations</li> </ul>
Unit 2.3	<b>4. Describe A Person</b>	<ul style="list-style-type: none"> <li>Appearance adjectives</li> <li>Personality adjectives</li> <li>Face &amp; head features</li> <li>Body features</li> <li>Outfit styles</li> </ul>	<ul style="list-style-type: none"> <li>have + adj + noun</li> <li>in his late forties</li> <li>be like</li> <li>look (like)</li> <li>similar to</li> <li>different from</li> <li>like wearing</li> <li>prefer to wear</li> </ul>	<ul style="list-style-type: none"> <li>Face / head features</li> <li>Body features</li> <li>Age</li> <li>Preferred outfit</li> <li>Similarity</li> <li>Personality</li> </ul>
Unit 3.2	<b>5. Talk About Daily Routine</b>	<ul style="list-style-type: none"> <li>Common daily activities</li> <li>Time phrases</li> <li>Frequency adverbs</li> <li>Sequence words</li> </ul>	<ul style="list-style-type: none"> <li>Present simple</li> <li>Frequency patterns</li> <li>Time patterns</li> </ul>	<ul style="list-style-type: none"> <li>Daily activity</li> <li>Time</li> <li>Frequency</li> </ul>
Unit 4.2	<b>6. Talk About A Job</b>	<ul style="list-style-type: none"> <li>Jobs &amp; professions</li> <li>Places of work</li> <li>Verbs for work tasks</li> <li>Adjectives to describe work issues</li> </ul>	<ul style="list-style-type: none"> <li>(don't) have to</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Occupation</li> <li>Place of work</li> <li>Job difficulty</li> <li>Work activities</li> <li>Duties</li> <li>Work hours</li> <li>Commuting</li> <li>Salary</li> <li>Workload</li> </ul>
Unit 5.1	<b>7. Talk About Home</b>	<ul style="list-style-type: none"> <li>Types of home</li> <li>Parts of a house</li> <li>Amenities</li> <li>Furniture &amp; equipment</li> <li>Adjectives to describe a building</li> </ul>	<ul style="list-style-type: none"> <li>There is/are...</li> <li>It has...</li> </ul>	<ul style="list-style-type: none"> <li>Type</li> <li>Location</li> <li>Features of home</li> <li>Favourite place</li> </ul>
Unit 5.2	<b>8. Talk About Neighbourhood</b>	<ul style="list-style-type: none"> <li>Settlement areas</li> <li>Parts of a city</li> <li>Directions</li> <li>Descriptive adjectives</li> <li>Buildings</li> <li>Public places</li> <li>Activities</li> </ul>	<ul style="list-style-type: none"> <li>is located...</li> <li>There is/are...</li> <li>People can...</li> <li>It has...</li> </ul>	<ul style="list-style-type: none"> <li>Location</li> <li>Description</li> <li>Buildings &amp; Places</li> <li>Things People Can Do</li> </ul>

LH Elm Unit	Task	Key Concepts	Key Patterns	Key Information
Unit 6.3	<b>9. Talk About Personal History</b>	<ul style="list-style-type: none"> <li>Life events</li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Time expressions</li> <li>She was born...</li> <li>He went...</li> <li>She didn't go...</li> <li>When did he start...</li> <li>What happened...</li> <li>He could write...</li> <li>Sequence phrases</li> </ul>	<ul style="list-style-type: none"> <li>Important life event</li> <li>Important date</li> </ul>
Unit 7.1	<b>10. Talk About Childhood</b>	<ul style="list-style-type: none"> <li>Adjectives to describe childhood</li> <li>Good / Bad behaviour</li> <li>Childhood Activities</li> <li>(Un)Popular food for children</li> </ul>	<ul style="list-style-type: none"> <li>I grew up...</li> <li>Could/couldn't</li> <li>Frequency adverbs with past</li> <li>Liked doing...</li> <li>I was a (very) ...</li> <li>My favourite was...</li> <li>When I was a kid...</li> <li>I had to...</li> </ul>	<ul style="list-style-type: none"> <li>Early personality</li> <li>Early activities</li> <li>Early abilities</li> <li>Early eating habits</li> </ul>
Unit 7.3	<b>11. Talk About A Past Holiday</b>	<ul style="list-style-type: none"> <li>Types of holidays</li> <li>Holiday accommodation</li> <li>Holiday Activities</li> <li>Holiday items &amp; equipment</li> <li>Holiday Transport</li> <li>Adjectives for holidays</li> </ul>	<ul style="list-style-type: none"> <li>Past verb phrases</li> <li>Past questions</li> </ul>	<ul style="list-style-type: none"> <li>Time of holiday</li> <li>Location &amp; accommodation</li> <li>Holiday activities</li> <li>Journey &amp; cost</li> <li>Opinion</li> </ul>
Unit 8.3	<b>12. Give A Recipe</b>	<ul style="list-style-type: none"> <li>Food preparation verbs</li> <li>Cooking verbs</li> <li>Food Types &amp; meals</li> <li>Containers</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li>Some /any</li> <li>A little / a few</li> <li>Much / many / a lot of</li> <li>(Un)Countables</li> </ul>	<ul style="list-style-type: none"> <li>Ingredients</li> <li>Preparation</li> </ul>
Unit 9.2	<b>13. Describe A Scene</b>	<ul style="list-style-type: none"> <li>Action verbs</li> <li>Prepositions of movement</li> <li>Position phrases</li> <li>Useful adverbs in descriptions</li> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Who's standing...</li> <li>He's doing...</li> <li>She's wearing...</li> </ul>	<ul style="list-style-type: none"> <li>The big picture</li> <li>People's actions</li> <li>People's Appearance</li> <li>People's clothes</li> <li>Other elements</li> </ul>
Unit 10.3	<b>14. Make A Product Review</b>	<ul style="list-style-type: none"> <li>Adjectives to describe objects</li> <li>Materials</li> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives</li> <li>Superlatives</li> <li>To infinitive of purpose</li> <li>Useful phrases for reviews</li> </ul>	<ul style="list-style-type: none"> <li>The use of a product</li> <li>Properties</li> <li>Good points</li> <li>Bad points</li> <li>Recommendation</li> </ul>
Unit 11.1	<b>15. Give Advice</b>	<ul style="list-style-type: none"> <li>Common life &amp; health issues</li> <li>Common verbs for life &amp; health advice</li> </ul>	<ul style="list-style-type: none"> <li>What's the matter...</li> <li>I (don't) think he should...</li> <li>It's a good idea to</li> <li>Why don't you</li> <li>She's feeling...</li> </ul>	<ul style="list-style-type: none"> <li>Life Issues</li> <li>Life advice</li> <li>Health Issues</li> <li>Health advice</li> </ul>

## SUGGESTIONS FOR LEARNERS

- Make sure you read, listen to or watch all your course materials and perform all the tasks your instructor has assigned to you at [learn.btu.edu.tr](http://learn.btu.edu.tr) and in your face-to-face lessons.
- Do your assignments and submit them before deadlines. These assignments will make up an important part of your grades.
- Participate in the classroom as actively as possible.
- Try to complete all exercises in your student app before and after face-to-face classes.
- Especially in lower levels, learn more phrases or sentences than language rules. Put patterns, idioms, expressions to your mind basket and try to keep them alive. Build this habit and enrich your memorized language repertoire. Rules can only help you if you already have some ready language to use.
- Collaborate and work with other students in this course and help each other learn.