



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year A1 Module Syllabus



COURSE OVERVIEW: At the end of the A1 Module, students will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs, introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have, interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

COURSE LENGTH: The education in the module covers 20 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Language Hub Coursebook (A1 level). Extra materials will be provided at the beginning of each module if necessary.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1

Course Assessment Components

Assessment Type	%
Project	20
Midterm	30
End-of-Course Exam	40
In-class Assessment	5
Online Platform Activities	5
Total	100

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

A1 Level Goals and Objectives		
Communicative Language Activities	Goals (By the end of the module, students can:)	Objectives
Reception: Oral comprehension	- follow language, which is very slow and carefully articulated, with long pauses for them to assimilate meaning. - recognize information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.	To reach the goal(s), students can: 1. Social Eavesdropping & Interaction Tracking: understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear, and understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. 2. Informational & Instructional Listening: understand instructions addressed carefully and slowly to them and follow short, simple directions, understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment, and understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time. 3. Extracting Essential Information from Audio Media: understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop, and pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly. 4. Visual-Supported Comprehension (Audio-Visual): recognize familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.
Reception: Reading	- understand very short, simple texts a single phrase at a time, picking up familiar names,	To reach the goal(s), students can:

	words and basic phrases and rereading as required.	1. Personal & Social Correspondence: understand short, simple messages on postcards, social media, or email (e.g. proposals for what to do and when/where to meet). 2. Informational & Environmental Reading: recognize familiar names and basic phrases on simple notices and store guides (e.g. department floors, lift locations, or mealtimes), and find important information in advertisements, event programs, leaflets, and brochures (e.g. costs, dates, places, and departure times). 3. Content Discovery & Visual Support: get an idea of the content of simple informational material and descriptions, especially when supported by visuals or illustrations, and understand short, simple news flashes or stories about personal interests (e.g. sports, music, travel) when accompanied by pictures. 4. Narrative & Illustrated Stories: understand short, illustrated narratives and stories about everyday activities, using the images to guess the content of the simple text.
Production: Oral Production	- produce simple, mainly isolated phrases about people and places.	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: describe themselves, what they do, and where they live using basic phrases, and describe simple aspects of their everyday life in a series of simple sentences, provided they can prepare the content in advance. 2. Informational & Instructional Production: name an object and indicate its shape and color while showing it to others, using formulaic expressions and basic vocabulary (with prior preparation). 3. Visual-Supported or Formal Rehearsed Speech: use a very short prepared text to deliver a rehearsed formal statement, such as introducing someone or proposing a toast.
Production: Written Production	- give information about matters of personal relevance (e.g. likes and dislikes, family,	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: produce simple phrases and sentences to describe themselves, their residence, their work, and even imaginary characters.

	pets) using simple words/signs and basic expressions. - produce simple isolated phrases and sentences.	2. Informational & Instructional Production: describe what a room looks like using very simple language and use basic words and phrases to describe the physical attributes of everyday objects (e.g. size, color).
Interaction: Oral Interaction	- interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. - ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. - navigate a Learning Management System (LMS) to locate assignments and upload simple documents.	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: make introductions, use basic greetings/leave-taking expressions, ask how people are, and react to news; take part in simple conversations on predictable topics (home country, family, school) and exchange likes/dislikes (sports, food) using a limited repertoire; and ask and answer questions about themselves and others (where they live, people they know, things they have). 2. Informational & Instructional Production/Interaction: understand expressions aimed at the satisfaction of simple concrete needs and ask for food/drink using basic expressions; follow and act on short, simple directions or instructions that involve times, locations, and numbers; name and ask about the color of clothes or other familiar objects; and ask people for things and give people things. 3. Extracting Essential Information / Media Production: handle and express numbers, quantities, cost, and time using lexicalized phrases (e.g. “next week,” “3 o’clock”). 4. Visual-Supported or Formal Rehearsed Speech: reply to simple direct questions in an interview about personal details, provided the language is non-idiomatic and slow, and state the nature of a problem to a professional (e.g. a health professional) and answer simple questions, using gestures and body language to help convey the message.
Interaction: Written Interaction	- ask for or pass on personal details.	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: compose short sentences or online postings about hobbies, likes, and dislikes using simple words and formulaic

		expressions (with dictionary support), and write a short, simple postcard or a brief message (e.g. text message) to friends to share information or ask a simple question. 2. Informational & Instructional Production: fill in personal data on forms (e.g. hotel registration), including name, nationality, address, age, and dates, and leave a short, functional note providing essential information, such as their current location or expected return time (e.g. “Shopping: back at 5 p.m.”).
Interaction: Online Interaction	- engage in basic social communication online.	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: formulate very short sentences for personal online postings regarding hobbies and likes/dislikes, often utilizing translation tools for support, and use formulaic expressions to post simple positive or negative reactions to media/links and respond to follow-up comments with standard social phrases (e.g. thanks or apologies). 2. Informational & Instructional Production: complete very simple online applications or purchases by providing essential personal details like name, email, or phone number.
Mediation	- use simple words/signs and non-verbal signals to show interest in an idea. - convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs.	To reach the goal(s), students can: 1. Social Interaction & Personal Identity: use simple isolated words and non-verbal signals (gestures) to show interest in someone else’s idea and use simple words to state how a piece of work (like a story or image) made them feel. 2. Informational & Instructional Production (Mediation): relay simple, predictable information about times and places from a spoken source (Language A) into a target language (Language B); convey the meaning of short, simple signs, notices, posters, and programs from one language to another; and copy out single words and short texts presented in standard printed format. 3. Extracting Essential Information (Data Mediation): list names, numbers, prices, and very simple information of immediate interest from slow, clear oral texts, and use a dictionary to convey the meaning of simple phrases on familiar everyday themes.

		4. Collaborative Tasks & Leading Group Work: invite others to contribute to very simple tasks using short, prepared phrases, indicate that they understand a point and ask whether others understand, and express an idea and ask for others' opinions using simple, pre-prepared phrases.
Metacognition	- show basic metacognitive awareness by monitoring their own learning process and identifying their strengths and areas for improvement in relation to the module's communicative goals.	To reach the goal(s), students can: 1. Self-Assessment & Reflection: use basic self-assessment tools (e.g., a checklist) to reflect on their own progress toward module goals. 2. Evaluating Progress & Adapting Strategies: identify their strengths and areas for improvement in relation to the module's communicative goals and adjust their learning strategies accordingly.
Linguistic Competence	- develop a basic repertoire of words, phrases, and simple grammatical structures necessary to communicate personal details and concrete needs.	To reach the goal(s), students: 1. Vocabulary Range & Control: use a basic vocabulary repertoire related to specific concrete situations. 2. Grammatical Accuracy: employ a few simple grammatical structures and sentence patterns within a learned repertoire, even if some elements are omitted or reduced. 3. Phonological Control: reproduce a limited range of sounds and stress for familiar words so that they are intelligible to a collaborative interlocutor. 4. Orthographic Control: copy familiar words, short phrases, and use basic punctuation such as full stops and question marks.
Pragmatic Competence	- use simple communicative functions by linking words with basic connectors and managing short, pre-packaged utterances.	To reach the goal(s), students can: 1. Coherence and Cohesion: link words or groups of words with very basic linear connectors such as "and" or "then." 2. Propositional Precision: communicate basic information about personal details and concrete needs in a simple way.

		3. Fluency: manage very short, isolated utterances, despite significant pausing to search for expressions or repair communication.
Sociolinguistic Competence	- perform basic social functions using the simplest polite forms and everyday greetings.	To reach the goal(s), students can: 1. Basic Politeness & Social Interaction: establish basic social contact using everyday polite forms for greetings, farewells, introductions, and expressions like “please,” “thank you,” and “sorry.” 2. Appropriateness in Everyday Communication: use simple context-appropriate language and basic sociolinguistic conventions to interact respectfully in familiar everyday situations.
Plurilingual and Pluricultural Competence	- recognize and utilize internationalisms and cultural differences in basic transactions while building on a diverse linguistic repertoire.	To reach the goal(s), students can: 1. Pluricultural Repertoire: recognize differing ways of numbering, measuring distance, and telling time, even if they have difficulty applying them in transactions. 2. Plurilingual Comprehension: recognize internationalisms and common words across different languages (e.g. haus/hus/house) to deduce the meaning of simple signs and notices. 3. Building on Plurilingual Repertoire: use a very limited repertoire from different languages to conduct basic, concrete, everyday transactions with a supportive partner.
The outcomes are taken from the A1 level illustrative scales of CEFR (2020).		
Suggestions: In alignment with the CEFR Companion Volume (2020), it was seen that online interaction and mediation activities are not sufficient enough to enhance students’ online interaction and mediation skills. Hence, some activities are implemented to the syllabus. You need to utilize the PERCULUS system to conduct online interaction activities (See Appendix 1).		

A1 Module Weekly Schedule

Weeks	Units to be Covered	Language Contents		
		Grammar	Vocabulary	Functional Language
1 (----)	Unit 1	present simple be: I, you; be: he, she, it	countries; numbers 0-10; jobs	Say hello; greet people; give personal information
2 (----)	Unit 2	present simple be: we, you, they; possessive adjectives; wh-questions with be	languages and nationalities; days of the week; numbers 11-100	Ask for and give personal information; ask for clarification
	Unit 3	a/an and plural nouns; this, that, these, those; have/has got	objects and colors; family	Describe everyday objects; describe people
3 (----)	Unit 4	present simple: I, you, we, they; present simple questions: I, you, we, they	daily activities; time; months and seasons	Talk about daily routines; order in a café
	Unit 5	present simple: he, she, it; adverbs of frequency	free-time activities; food and meals	Talk about free time; ask for information
4 (----)	Unit 6	there is/there are; some and any; is there/are there question forms	places in a town; furniture and rooms; prepositions of place	Describe your town or city; ask for and give directions
	Unit 7	can/can't; possessive 's	abilities; adjectives	Talk about your abilities; book an appointment
5 (----)	Unit 8	present continuous; adjective order	verb phrases; clothes	Describe what people are doing; shop for clothes
6 (----)	Unit 9	past simple: was/were; past simple: regular verbs	dates and years; everyday verbs	Talk about famous people from the past; ask for and give recommendations

7 (----)	Unit 10	past simple: irregular verbs; past simple questions	time phrases; life events	Talk about past events; react and show interest
	Unit 11	like/love/hate/enjoy + verb + -ing; object pronouns	leisure activities; entertainment	Talk about things you like doing; make and respond to suggestions
8 (----)	Unit 12	countable and uncountable nouns; present continuous	travel; types of holiday	Describe a journey; ask for and give opinions

The Alignment of the CEFR Indicators and the Syllabus

Unit 1

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
greet people and introduce themselves.	Can make an introduction and use basic greeting and leave-taking expressions. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
listen to a registration at a language school.	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. Can understand figures, prices and times given slowly and clearly in an announcement.	Oral comprehension → Understanding conversation between other people	Linguistic competence → General linguistic range
ask someone their phone number and give their phone number.	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
read emails about a new job.	Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range
make an informal introduction.	Can make an introduction and use basic greeting and leave-taking expressions.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness

Unit 2

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
read about some new musicians on a playlist.	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
give basic information about a favorite musician or band.	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.	Oral production → Sustained monologue: Describing experience	Pragmatic competence → Propositional precision
listen to simple conversations about personal details.	Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.	Oral comprehension → Understanding conversation between other people	Linguistic competence → General linguistic range
ask and exchange basic information about people: their name, nationality, age and job.	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
introduce themselves to a group, stating their name, where they come from and their job.	Can describe themselves, what they do and where they live.	Oral production → Sustained monologue: describing experience	Sociolinguistic competence → Sociolinguistic appropriateness
	Can make an introduction and use basic greeting and leave-taking expressions.	Oral interaction → Conversation	

Unit 3

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
refer to everyday objects by their name and color.	Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance. Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.	Oral production → Sustained monologue: giving information	Linguistic competence → Vocabulary range
listen to a conversation about clothes and accessories.	Can understand words/signs and short sentences in a simple conversation, provided people communicate very slowly and very clearly. Can name the color of clothes or other familiar objects and can ask the color of such objects.	Oral comprehension → Understanding conversation between other people	
ask and answer questions about family members, their names and ages.	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can express numbers, quantities and cost in a limited way. Can communicate basic information about personal details and needs of a concrete type in a simple way.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
read an article about a person and his/her family.	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Has a very basic range of simple expressions about personal details and needs of a concrete type.	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range

describe their appearance in simple terms.	Can describe themselves, what they do and where they live.	Oral interaction → Sustained monologue: describing experience	Sociolinguistic competence → Sociolinguistic appropriateness
write a very simple social media post to accompany a picture of their family.	Can formulate very simple messages and personal online postings as a series of very short sentences. Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).	Online interaction → Online conversation and discussion	Pragmatic competence → Coherence and cohesion

Unit 4

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
tell someone about their daily routine.	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Propositional precision
tell the time.	Can indicate time by lexicalized phrases like “next week”, “last Friday”, “in November”, “3 o’clock”.	Oral interaction → Information exchange	Pluricultural competence → Building on pluricultural repertoire
listen to a radio interview about people’s daily routines.	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	Oral comprehension → Understanding audio media and recordings	Linguistic competence → General linguistic range
ask and answer questions about things that happen every year.	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Oral interaction → Information exchange	Linguistic competence → Vocabulary range
read an article about people’s lifestyles.	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	Reading comprehension → Reading for information and argument	
order a drink in a café.	Can ask for food and drink using basic expressions. Can establish basic social contact by using the simplest everyday polite forms of: greetings; saying please, thank you, sorry, etc.	Oral interaction → Obtaining goods and services	Sociolinguistic competence → Sociolinguistic appropriateness

write a simple email to a friend about their daily routine.	Can compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.	Written interaction → Correspondence	Pragmatic competence → Coherence and cohesion
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Unit 5

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about free-time activities.	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Oral interaction → Informal discussion / Information exchange	Pragmatic competence → Propositional precision
listen to an interview about free-time activities.	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly. Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.	Oral comprehension → Understanding audio media and recordings	Linguistic competence → General linguistic range
ask and answer questions about food and eating habits.	Can exchange likes and dislikes for sports, foods, etc. Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	Oral interaction → Obtaining goods and services	Linguistic competence → Vocabulary range
read an article about food and eating habits around the world.	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures. Can recognize differing ways of numbering, measuring distance, telling the time, etc.	Reading comprehension → Reading for information and argument	Plurilingual and pluricultural competence

make enquiries about a train journey and buy a ticket.	Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.	Oral interaction → Obtaining goods and services	Linguistic competence → Vocabulary range
	Can find and understand simple, important information in advertisements (e.g. departure times).	Oral interaction → Goal-oriented co-operation	
write a simple blog post about food.	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc. Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).	Online interaction → Online interaction	Pragmatic competence → Coherence and cohesion

Unit 6

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
read a description of a city / hometown.	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	Reading comprehension→ Reading for information and argument	Linguistic competence → General linguistic range
list the amenities in their town.	Can use simple words/signs and phrases to describe certain everyday objects.	Written production → Creative writing	Linguistic competence → Vocabulary range
ask and answer questions about rooms and accommodation.	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can describe in very simple language what a room looks like.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
listen to a short conversation about a room to rent.	Can understand words/signs and short sentences in a simple conversation, provided people communicate very slowly and very clearly.	Oral comprehension→ Understanding conversation between other people	Linguistic competence → General linguistic range
ask for and give simple directions to a place.	Can follow short, simple directions (e.g. to go from X to Y).	Oral interaction → Goal-oriented co-operation	Pragmatic competence → Propositional precision
post a very simple online review of a café or restaurant.	Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings. Can establish basic social contact by using the simplest everyday polite forms of: greetings; saying please, thank you, sorry, etc.	Online interaction → Online conversation and discussion	Sociolinguistic competence → Sociolinguistic appropriateness

Unit 7

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about the things that people can or can't do.	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Oral interaction → Information exchange	Linguistic competence → Grammatical accuracy
read an article about abilities of animals and humans.	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest composed in very simple language and supported by illustrations and pictures.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
ask and answer questions about a remarkable person.	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can communicate basic information about personal details and needs of a concrete type in a simple way.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
listen to a radio program to find and correct mistakes.	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly. Can manage very short, isolated, mainly pre-packaged utterances, with much pausing, and to repair communication.	Oral comprehension → Understanding audio media and recordings	Linguistic competence → Phonological control
book an appointment with a hairdresser or similar service by phone.	Can handle numbers, quantities, cost and time.	Oral interaction → Obtaining goods and services	Sociolinguistic competence →

	Can indicate time by lexicalized phrases like “next week”, “last Friday”. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; saying please, thank you, sorry, etc.		Sociolinguistic appropriateness
write a short, simple text about themselves, listing the things that they do.	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).	Written production → Creative writing	Pragmatic competence → Coherence and cohesion

Unit 8

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
describe a picture which shows people engaged in everyday activities.	Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance. Can understand short, illustrated narratives about everyday activities described in simple words. Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.	Oral production → Sustained monologue: describing experience	Linguistic competence → General linguistic range
listen to a conversation between two people.	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.	Oral comprehension → Understanding conversation between other people	
ask and answer questions about the clothes that people are wearing.	Can name the color of clothes or other familiar objects and can ask the color of such objects. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.	Oral interaction → Information exchange	Linguistic competence → Vocabulary range

read a text message exchange between friends.	Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet). Can understand short, simple messages on postcards.	Reading comprehension→ Reading for information and argument	Pragmatic competence → Propositional precision
make a simple purchase in a clothes shop.	Can handle numbers, quantities, cost and time. Can ask people for things and give people things. Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.	Oral interaction → Obtaining goods and services	Linguistic competence → Vocabulary range
conduct simple social exchanges with friends by text message.	Can compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.	Written interaction → Correspondence	Sociolinguistic competence → Sociolinguistic appropriateness
	Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings.	Online interaction → Online conversation and discussion	

Unit 9

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about a famous person.	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
listen to a guide about famous people's lives.	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear. Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics.	Oral comprehension → Understanding conversation between other people	Linguistic competence → General linguistic range
make brief factual statements about historic events.	Can communicate basic information about personal details and needs of a concrete type in a simple way. Can take part in a simple conversation of a basic factual nature on a predictable topic.	Oral production → Sustained monologue: giving information	Pragmatic competence → Propositional precision
read a text about your favorite stories as a child.	Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.	Reading comprehension → Reading as a leisure activity	Linguistic competence → Vocabulary range

ask for and give positive and negative recommendations for places to eat.	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions.	Oral interaction → Informal discussion (with friends)	Sociolinguistic competence → Sociolinguistic appropriateness
	Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings.	Online interaction → Online conversation and discussion	
write a simple biography of a famous person.	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”).	Written production → Creative writing	Pragmatic competence → Coherence and cohesion

Unit 10

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
make brief statements about past events and activities.	Can describe simple aspects of everyday life in simple sentences, using basic phrases.	Oral production → Sustained monologue: describing experience	Linguistic competence → Grammatical accuracy
read a text about history.	Can get an idea of the content of simpler informational material and descriptions.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
ask and answer questions about past experiences.	Can ask and answer simple questions and respond to simple statements in areas of immediate need.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
listen to a podcast where people talk about personal belongings.	Can pick out concrete information (places/times) from short recordings on familiar everyday topics.	Oral comprehension → Understanding audio media and recordings	Linguistic competence → General linguistic range
ask and answer questions about what I did at the weekend.	Can take part in a simple conversation of a basic factual nature on a predictable topic.	Oral interaction → Conversation	Pragmatic competence → Coherence and cohesion
react sympathetically when a friend tells me about good or bad things that happened to them.	Can ask how people are and react to news.		Sociolinguistic competence → Sociolinguistic appropriateness

Unit 11

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about things that I like and dislike doing.	Can describe simple aspects of their everyday life in a series of simple sentences.	Oral production → Sustained monologue: describing experience	Linguistic competence → Vocabulary range
read an article about different lifestyles.	Can get an idea of the content of simpler informational material and short, simple descriptions.	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range
listen to a radio interview about sports.	Can pick out concrete information from short recordings on familiar everyday topics.	Oral comprehension → Understanding audio media and recordings	Pragmatic competence → Propositional precision
take part in a discussion with a friend about what to do at the weekend and where to meet.	Can exchange likes and dislikes for sports, foods, etc., when addressed clearly, slowly and directly.	Oral interaction → Informal discussion	Sociolinguistic competence → Sociolinguistic appropriateness
write a simple personal profile to post to a social media site.	Can formulate very simple messages and personal online postings as a series of very short sentences.	Online interaction → Online conversation and discussion	Linguistic competence → Orthographic control

Unit 12

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
tell the story of a journey.	Can describe simple aspects of their everyday life in a series of simple sentences.	Oral production → Sustained monologue: describing experience	Linguistic competence → Vocabulary range
read a text about problems on holiday.	Can get an idea of the content of simpler informational material and short, simple descriptions.	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range
talk about their favorite sports, music and films.	Can describe simple aspects of everyday life in simple sentences, using basic phrases.	Oral production → Sustained monologue: describing experience	Linguistic competence → Vocabulary range
listen to a radio program about holidays.	Can pick out concrete information from short recordings on familiar everyday topics.	Oral comprehension → Understanding audio media and recordings	Pragmatic competence → Propositional precision
express their opinion when discussing plans with friends.	Can exchange likes and dislikes for sports, foods, etc., when addressed clearly, slowly and directly.	Oral interaction → Informal discussion / Information exchange	Sociolinguistic competence → Sociolinguistic appropriateness
express agreement and disagreement in a discussion with friends.			
write a holiday postcard to a friend.	Can formulate very simple messages and personal online postings as a series of very short sentences.	Online interaction → Online conversation and discussion	Linguistic competence → Orthographic control

Appendix 1

Suggested Activities

Online Interaction Activities

1. Social Communication & Personal Sharing

Goal: Students engage in basic asynchronous social communication online, sharing simple personal information and reacting to peers with formulaic expressions.

Name	Activity	Interaction
The “Photo Wall” Introduction (Unit 1/2)	Using the Discussion Board or Personal Virtual Notebooks in PERCULUS, students upload a photo of an object or a person important to them (e.g. a pet or a hobby) and write two simple sentences (e.g. “This is my dog. His name is Rex.”).	Every student must “Like” two other photos and post a formulaic reaction such as “He is cute!” or “Nice photo!”
The “Travel Wishlist” (Unit 6/11)	Using a shared board or padlet-style tool in PERCULUS, students post one emoji of a country and one price (e.g. “TR – 1500 TL”).	Others must ask one “Yes/No” question for each post, such as “Is it expensive?” or “Is it beautiful?”

2. Video-Response

Goal: Students produce short oral responses to prompts and upload them for asynchronous peer interaction.

Name	Activity	Interaction
The “Video-Response” Task	Students watch a 1-minute clip of a recorded lecture in which a question is posed. They record a 15-second video response on their phone or using the PERCULUS camera tool and upload it to the	Peers view at least two responses and post a short formulaic reaction (e.g. “Me too!”, “Good idea!”) using the simplest polite forms.

“Files” or “Assignments” section (e.g. “My favorite sport is football. I play on Sundays.”).

Mediation Activities

1. Visual-to-Text Signage (Relaying Information)

Goal: Students convey the meaning of short, simple signs, notices, posters and programs from one source into very simple English.

Name	Activity	Interaction
Visual-to-Text Signage	The teacher uploads a picture of a sign with mixed icons and text (e.g. a library sign reading “No Coffee. Silent Zone.”).	Students must “mediate” the sign for a friend by writing the rule in the simplest possible English, such as “No drink here” or “Please be quiet.”
The “Closed for Lunch” Sign	The teacher posts a “Closed for Lunch” sign or a “Library Poster.”	Students simplify the message into very basic English (e.g. “Open at 2 PM” or “Be quiet”), practicing relaying information and conveying the meaning of notices.

2. The “Menu Helper”

Goal: Students use a dictionary to convey the meaning of simple phrases on familiar everyday themes across two languages.

Name	Activity	Interaction
The “Menu Helper”	The teacher posts a photo of a Turkish menu.	Students “help” a tourist who only speaks English by translating three key items using the

vocabulary from the Language Hub A1 food units (e.g. “Su = Water”, “Ekmek = Bread”).

3. The “Dictionary Challenge” & Personal Details

Goal: Students copy familiar words and short texts and use a dictionary to convey the meaning of simple phrases.

Name	Activity	Interaction
Dictionary Challenge / Photo Wall	Building on the Photo Wall task, students copy short personal details (name, country, job) and add a one-line caption using a dictionary if needed.	Each student must produce at least three short copied items in standard printed format, satisfying the “copying short texts” objective.