Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year A2 Module Assessment Map

COURSE OVERVIEW: At the end of the A2 Module, students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance, communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

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

MATERIALS: Language Hub Coursebook (A2 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
Mid-Module Exam	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.

A2 Level Exam Specification			
Communicative Language Activities	**Objectives**	**Possible Question and Task Types**	**Possible Integration**
Reception: **Oral comprehension**	**1. Social Eavesdropping & Interaction Tracking:** understand the gist and key details of slow, clear conversations and interviews.	**Gist + Detail MCQ:** Students hear a conversation or interview (e.g. two friends planning a weekend trip) and answer multiple-choice questions on both the main idea ("What are they mainly talking about?")	

	2. Informational & Instructional Listening: extract essential information from clear, straightforward spoken directives. **3. Extracting Essential Information from Audio Media:** track the development of a story or event over time. **4. Visual-Supported Comprehension (Audio-Visual):** identify the primary focus of media broadcasts.	and specific details ("What time does the bus leave?"). **Note / Form Completion (Instructions):** Students listen to a set of directions or hotel check-in instructions and complete a gapped note (room number, breakfast time, meeting point). **Event Sequencing (Story over Time):** Students hear a short personal narrative in the past simple and put 5 pictured events in the correct chronological order. **Table Completion (Detail):** Students listen to a travel announcement or shopping dialogue and fill in a table (destination, price, platform, departure time). **Broadcast Focus Identification:** Students watch/hear a short, simple news or weather broadcast and identify the primary topic plus one key figure (date, temperature, price). **True / False / Not Given:** Based on a slow, clear interview about jobs or daily routine.	
Reception: **Reading**	**1. Navigating Correspondence (Personal & Formal):** understand descriptions of people, places, and everyday life in simple, connected texts. **2. Orientation & Scanning for Data (Practical/Informational):** locate and extract specific, predictable information from everyday materials. **3. Reading for Gist & General Information:** understand the main information in promotional or commercial material. **4. Following Technical & Safety Instructions:** execute actions based on simple, written directives. **5. Reading for Leisure & Narrative:** engage with creative or lifestyle content for entertainment.	**Multiple Matching (Correspondence):** Students match 4 short emails or messages to 5 descriptions of the writer's situation (one is a distractor). **Scanning Grid:** Given a timetable, brochure, or event program, students answer specific-data questions (prices, dates, opening hours). **Heading / Title Matching (Gist):** Students match paragraphs of a simple article or the best title to a short promotional text. **Instruction Ordering:** Students read simple how-to or safety instructions and put the steps in the correct order, or label a diagram. **Narrative Comprehension:** Students read a short illustrated story (past simple) and answer inference and True/False/Not Given questions. **Reference / Cohesion:** Students identify what a pronoun or connector refers to in a short text.	

Oral Production / Oral Interaction	**1. Describing Personal Background & Environment:** describe everyday aspects of their environment, such as people, places, a job, or study experience. **2. Expressing Preferences & Comparisons:** explain what they like or dislike about something and why they prefer one thing over another. **3. Narrative & Sequential Storytelling:** tell a story or describe events and activities (past or present) in a simple list of points. **4. Daily Routines & Future Planning:** describe habits, routines, and past activities. **5. Giving Functional Directions & Announcements:** give simple directions on how to get from X to Y (e.g. "turn right," "go straight"). **6. Addressing Audiences & Prepared Presentations:** give a short, rehearsed presentation on a familiar subject or a topic pertinent to everyday life.	**Prepared Individual Presentation (1–2 min):** Students give a short rehearsed talk on a familiar topic (my hometown, my job, a person I admire), then answer 1–2 follow-up questions. **Photo-Based Narrative:** Given a set of photos, students tell the story of a past trip or special day using past simple and connectors (and, but, then). **Comparison Talk:** Students compare two places or products and say which they prefer and why (comparatives/superlatives). **Map Direction-Giving:** Using a simple map, students give directions from one point to another. **Future-Plans Monologue:** Students describe weekend or holiday plans (going to / will / might).	
	1. Personal & Social Information Exchange: engage in simple dialogues to get to know others and share their own life details. **2. Social Transactions & Planning:** manage social invitations and reach agreements on future actions. **3. Functional Public Transactions (Travel & Shopping):** handle the essential tasks of daily life in a foreign language environment. **4. Problem Solving & Essential Needs:** communicate urgent needs and practical issues, even with limited vocabulary. **5. Exchanging Opinions & Operational Matters:** participate in simple collaborative tasks and share basic viewpoints.	**Information-Gap Role-Play (Transaction):** In pairs, one student is the customer and the other is staff for a hotel check-in, restaurant order, or clothes-shopping scene. They must complete the transaction, ask prices, and solve a problem (e.g. wrong size, no reservation). **Getting-to-Know-You Interview:** Paired question-and-answer exchange about life details, routines, and past events, recorded on a simple grid. **Planning Dialogue:** Two students make and respond to an invitation and agree on plans for a weekend outing (suggestions, accepting/declining). **Problem-Solving Scenario:** A student reports a practical problem (a lost bag, feeling ill) to a "professional" and answers simple questions.	

		Opinion Exchange: Pairs discuss likes/dislikes about a familiar topic and reach a simple agreement or disagreement.	
Written Production / Written Interaction	**1. Routine Correspondence & Transactions:** produce simple texts on familiar subjects of interest, linking sentences with basic connectors like "and," "because," or "then." **2. Personal Journaling & Environmental Description:** create diary entries describing daily routines, outings, sports, and hobbies using basic, concrete vocabulary. **3. Digital Interaction & Social Postings:** produce short, simple imaginary biographies or brief statements about people and events. **4. Expressing Opinions & Impressions:** give their impressions and opinions about topics of personal interest (e.g. lifestyles, culture, or stories).	**Guided Paragraph Writing (60–80 words):** Students write a diary entry, a description of their routine, or a description of a place, using connectors (and, but, because). **Narrative Writing:** Students write about a past experience or trip (6–8 sentences, past simple + time expressions such as "last year," "two weeks ago"). **Imaginary Biography:** Students write a short biography of a real or imaginary person (name, background, past events). **Opinion Paragraph:** Students give their impressions and opinion about a lifestyle, a film, or a short story.	
	1. Functional Messaging & Correspondence: manage daily logistics and respond to inquiries through short-form text. **2. Transactional Writing & Form Filling:** provide necessary data in standardized written formats. **3. Narrative & Descriptive Personal Writing:** share their own stories and circumstances in a connected way. **4. Digital Participation & Social Feedback:** engage with online content and social communities.	**Reply to a Message:** Students read a short email or text (an invitation or an inquiry) and write an appropriate reply — accepting/declining or giving the requested information. **Form Filling:** Students complete a registration or booking form with personal data plus one short free-text field (e.g. special requests). **Personal Message / Postcard:** Students write a postcard or message sharing news about a trip or event in a connected way. **Forum Comment (Feedback):** Students post a short comment on a classmate's online post, expressing agreement or disagreement (links to the A2 Module Project).	
Online Interaction	**1. Social Media Presence & Storytelling:** share the "who, what, and where" of their daily lives in a digital format.	**"My Week in Posts":** On the PERCULUS discussion forum, students publish 2–3 short status updates about their daily life or a past event, covering the who / what / where.	

	2. Content Evaluation & Feedback: react to what they see online using a basic set of evaluative tools.	**"React & Respond":** Students react to at least two classmates' posts using a set of evaluative phrases ("I agree," "I don't think so," "I recommend…"), reinforcing the peer-review component of the A2 Project.	
Mediation	**1. Relaying & Processing Information:** relay key facts (times, prices, details) from simple texts or clear announcements to others, and simplify a short message to bridge the gap between a source and a listener. **2. Explaining Data & Formal Note-Taking:** describe simple visuals, such as weather maps or basic charts, in simple sentences, and take basic notes during a slow, familiar presentation if pauses are provided for clarity. **3. Expressing Personal Response to Creative Texts:** use simple language to say what they liked or disliked about a story and how it made them feel, and briefly describe the main characters and themes in simple narratives using everyday vocabulary. **4. Concept Mediation & Group Collaboration:** support group work by asking for others' opinions and indicating when they are following the discussion, signal a communication problem (e.g. "I don't understand") and ask for a simple explanation, and provide simple instructions to a group to help complete a shared task.	**"The Information Relay":** Students read or hear a short announcement or schedule and relay the key facts (times, prices) to a partner in a simplified form. **"Chart / Weather Describer":** Students describe a simple weather map or bar chart in a few simple sentences, and take short notes during a slow presentation. **"Story Response":** Students say what they liked or disliked about a short story and briefly describe the main characters and themes. **"Group Task Facilitator":** In a group task, students ask for others' opinions, signal when they don't understand, and give simple instructions to help complete a shared task.	**Online Interaction** **Relaying:** Oral Comprehension & Reading **Group Facilitator:** Oral Interaction
Metacognition	**Goal Setting & Planning:** identify specific "can-do" objectives they wish to prioritize for a given week (e.g. "ordering food" or "describing a past event"). **Self-Evaluation & Error Monitoring:** use a provided rubric or checklist to identify systematic mistakes in their own written or oral production, particularly in areas of grammatical accuracy.	**Weekly "Can-Do" Goal Sheet:** At the start of the week, students set 1–2 can-do targets and review them at the end of the module. **Self-Assessment Checklist + Error Log:** At the end of each module, students complete a self-assessment checklist aligned with the level's goals and identify their systematic errors, then upload them to the PERCULUS system.	

	Resource Management: independently utilize digital platforms, such as the PERCULUS system, to find supplementary materials that address their specific linguistic weaknesses.	**Self-Evaluation Rubric:** Completed with the Project submission and included as the final page of the Project report.	
Linguistic Competence	**General Linguistic Range:** use brief, everyday expressions and basic sentence patterns to communicate about themselves, other people, places, and possessions. **Vocabulary Range & Control:** have sufficient vocabulary to conduct routine transactions and cope with simple survival needs, and can control a narrow repertoire dealing with concrete, everyday needs. **Grammatical Accuracy:** use simple structures correctly, though basic mistakes occur systematically; the intended meaning remains generally clear. **Phonological Control:** are generally intelligible in their pronunciation, and word stress is adequate for familiar everyday words, even if a strong influence from other languages is present. **Orthographic Control:** can copy short sentences (e.g. directions) and write short words with reasonable phonetic accuracy, even if spelling is not fully standard.	**1. Vocabulary Range:** Collocation Matching, Odd-One-Out, and Gap-Fill using A2 topic sets (travel, food, health, clothes). **2. Grammatical Accuracy:** Sentence Transformation (present → past), Error Correction, and Gap-Fill targeting past simple, present perfect, and comparatives. **3. Phonological Control:** -ed ending discrimination (/t/, /d/, /ɪd/), word-stress marking, and intonation recognition (statement vs. question). **4. Orthographic Control:** Dictation of short sentences and Spelling Correction.	**Phonological Control:** Part of Oral Comprehension & Speaking assessment **Orthographic Control:** Integrated into Writing tasks
Pragmatic Competence	**Flexibility:** expand and adapt learned phrases through simple recombination of elements and lexical substitution. **Turn-taking:** initiate, maintain, and close short, face-to-face conversations and ask for attention. **Thematic Development:** describe something or tell a story as a simple list of points, providing examples using words like "like" or "for example." **Coherence and Cohesion:** link groups of words and simple sentences using the most frequent connectors such as "and," "but," and "because."	**1. Coherence & Cohesion:** Students link scrambled sentences using "and," "but," "because," or "then," or identify the correct connector in a gap. **2. Turn-taking & Flexibility:** A short paired role-play requiring students to open, maintain, and close a conversation — part of the speaking rubric. **3. Thematic Development:** Students tell a story as a simple list of points, adding an example with "like" or "for example." **4. Fluency:** A criterion within the speaking rubric for oral exams.	**Coherence & Cohesion:** Written Production **Turn-taking & Fluency:** Oral Interaction

	Fluency: handle short exchanges with sufficient ease, despite very noticeable hesitation, pauses, and false starts.		
Sociolinguistic Competence	**Sociolinguistic Appropriateness:** handle short social exchanges using everyday polite forms of greeting and address. **Socializing:** make and respond to invitations, suggestions, and apologies simply but effectively.	**"Register Sorting":** Students match social situations (greeting a friend vs. a manager, making a request) with the appropriate polite expression. **"Invitation & Suggestion Role-Play":** Students make and respond to invitations, suggestions, and apologies, choosing the appropriate level of formality.	**Register Sorting:** Written Interaction **Role-Play:** Oral Interaction
Plurilingual and Pluricultural Competence	**Building on Pluricultural Repertoire:** apply basic cultural rituals (greetings, thanks) and recognize when their behavior might convey an unintended message in another culture. **Plurilingual Comprehension:** understand short, clearly expressed messages or instructions by piecing together information from versions available in different languages. **Building on Plurilingual Repertoire:** use words and phrases from different languages in their repertoire to conduct a practical transaction, explain a problem, or ask for help.	**"Cultural Scenario":** Students identify appropriate cultural behavior (greetings, thanks) and spot a potential cross-cultural misunderstanding in a short scenario. **"Multilingual Text Puzzle":** Students piece together the meaning of a short message or instruction from versions given in different languages, using cognates and internationalisms. **"Multilingual Transaction Role-Play":** Students conduct a practical transaction (e.g. buying a ticket) using words from any language they know plus gestures, with a supportive partner.	**Text Puzzle:** Reading & Mediation **Transaction Role-Play:** Oral Interaction
The outcomes are taken from the A2 level illustrative scales of CEFR (2020).			

Suggestions: Metacognitive Assessment Evidence

Student Self-Assessment Checklists: Please upload the completed student-self-assessment checklists to the Perculus system at the conclusion of each module. These serve as evidence of students tracking their own progress toward communicative goals.

Project Self-Evaluation Rubrics: Collect the completed self-evaluation rubrics for every project submission. Please keep these on file or upload them to the system, as they provide critical evidence of students identifying their own strengths and areas for improvement.

Instructional Purpose: These documents are not just for grading; they are required evidence that we are teaching students to evaluate their own progress and adapt their learning strategies.

Assessment Map of the Learning Outcomes / Communicative Activities and Competences

1. ORAL COMPREHENSION (Listening)

Unit	Learning Outcomes	Assessment	Question and Task Types
1-3	• listen to people meeting for the first time • listen to a conversation at an airport • listen to a radio interview about a typical day	Mid-Module Exam	Mid-Module form: Dialogues-to-Contexts Matching - 5 items x 1.5 points; Short-Answer Detail Extraction - 5 items x 1.5 points. Original Language Hub format retained in the assessment map: one-word completion for a first-meeting dialogue.
4-6	• listen to a conversation about someone's job • listen to a conversation about a house swap • listen to a conversation about TV	Mid-Module Exam	Mid-Module form: True/False - 5 items x 1.5 points; Gap/Detail Completion with one word or number - 5 items x 1.5 points. Original Language Hub formats retained: True/False and one-word/number completion.
7-9	• listen to a conversation about an unusual trip • listen to a conversation about a diet • listen to an announcement	End-of-Course Exam	Gap Fill / True-False: Students listen to short recorded passages dealing with predictable everyday matters and announcements.
10-12	• listen to an interview about film locations • listen to a conversation about health tips • listen to a conversation about being organized	End-of-Course Exam	Multiple Choice (Main Idea & Detail): Identifying the main point and specific instructions from radio interviews and basic announcements.

2. READING COMPREHENSION

Unit	Learning Outcomes	Assessment	Question and Task Types
1-3	• read text messages about a city • read an article about a famous family • read a blog post about a festival	Mid-Module Exam	Mid-Module form: Matching/Notice Reading across city, family and festival texts - 5 items x 3 points. Original Language Hub formats retained in the assessment map: short-answer comprehension and message-to-purpose matching.
4-6	• read an interview about someone's job • read online comments about a neighborhood • read a city guide about events	Mid-Module Exam	Mid-Module form: True/False based on work, neighbourhood and event texts - 5 items x 3 points. Original Language Hub format retained in the assessment map: people-to-statements matching.

7-9	• read a quiz about transport • read an article about a famous journey • read an advert about a food business	End-of-Course Exam	Multiple Choice / Scanning: Identifying specific information in brochures, quizzes, and short news articles.
10-12	• read an article about extreme places • read an article about a TV show • read an article about life in the future	End-of-Course Exam	Short Answer / Detailed Reading: Understanding descriptive texts about places and future predictions using simple language.

3. ORAL PRODUCTION / ORAL INTERACTION (Speaking)

Unit	Learning Outcomes	Assessment	Question and Task Types
7-9	• give an account of a holiday • order a meal in a restaurant • handle straightforward transactions to buy clothes	In-class	Role-Play (Public Transactions): Handling the essential tasks of daily life (travel, shopping) in a foreign language environment.
10-12	• compare different places and exchange opinions • explain a basic health problem • ask and answer questions about future plans Reallocated Mid-Module Exam outcomes: • describe someone's appearance and personality • describe their ideal job	End-of-Course Exam	Formal/Informal Discussion & Interview: Exchanging opinions, comparing things, and communicating practical issues (e.g., health). Added Interview Prompts: describing a person and an ideal job within the formal or informal interview.
1-6	• talk about daily routines • tell people about past events in their life	Project	Project Oral Narrative: Students add a short recorded or live account of a routine and a past travel or life event to the Digital Travel and Life Storyboard.

4. WRITTEN PRODUCTION / WRITTEN INTERACTION (Writing)

Unit	Learning Outcomes	Assessment	Question and Task Types

1-3	• fill in a form with personal details • write a simple informal email to a friend • write a blog post about their typical day	Mid-Module Exam	Mid-Module Writing Task 1 - personal profile plus informal student-buddy email, 80-100 words for the email, 20 points. Assessed with the approved analytic rubric.
4-6	• write an email to ask for information • write a straightforward description of a place • write a simple review of an event	Mid-Module Exam	Mid-Module Writing Task 2 - city-event information email integrating place description, information requests and event review, 100-120 words, 20 points. Original form-filling, description and review formats remain represented.
7-9	• write a brief account of a travel experience • write a simple restaurant review • write a brief post on a social media site	Project / Online	Project (Digital Travel & Life Storyboard): Telling a story of a journey and providing recommendations in a digital format (Assessed via analytic rubric).
10-12	• write a simple product review • write a post to make a recommendation • write a formal email to make arrangements	End-of-Course Exam	Guided Paragraph & Formal Correspondence: Composing notes and formal emails relating to matters in areas of immediate need (Assessed via analytic rubric).

5. ONLINE INTERACTION AND MEDIATION

Skill / Area	Learning Outcomes	Assessment	Question and Task Types
Online Interaction (Units 1-12)	• engage in basic social communication online • read and post online comments about a neighbourhood • share the who, what and where of their daily life in a digital format • give a positive recommendation for a place • express agreement or disagreement in comments	Online Platform Activities (5%) / Project (20%)	PERCULUS System Tasks (Appx 1): • "My Week in Posts": students publish 2-3 short status updates covering the who / what / where. • "React & Respond": students react to at least two classmates' posts using evaluative phrases. Project Task 3 — Collaborative Peer Review: online interaction on the LMS within the Digital Travel & Life Storyboard.
Mediation (Units 1-12)	• relay key facts (times, prices, details) from simple texts or clear announcements • simplify a short message to bridge the gap between a source and a listener • describe simple visuals such as weather maps or basic charts and take basic notes	Online Platform Activities (5%) / In-class Assessment (5%)	"The Information Relay": students relay the key facts of a short announcement or schedule to a partner in simplified form. "Chart / Weather Describer": students describe a simple weather map or bar chart and take short notes during a slow presentation. "Story Response": students say what they liked or disliked about a short story and describe its characters and themes.

	• say what they liked or disliked about a story and describe its characters and themes • ask others in a group to contribute and give simple instructions to organise a task		"Group Task Facilitator": in the in-class group task, students invite contributions and give simple organising instructions.

6. COMPETENCES AND METACOGNITION

These competences are not separately weighted skill sections; they are assessed as criteria within the existing exam components, the Project and the In-class Assessment, as set out below.

Competence	Learning Outcomes	Assessment	How it is Assessed
Linguistic Competence	• use brief everyday expressions and basic sentence patterns to communicate about themselves, people, places and possessions • use sufficient vocabulary to conduct routine transactions and cope with simple survival needs • pronounce a limited repertoire of learnt words and phrases intelligibly	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Range and Accuracy criteria of the Writing and Speaking analytic rubrics. Phonological control is assessed within the Oral Comprehension and Speaking tasks; orthographic control within the Writing tasks.
Pragmatic Competence	• expand and adapt learned phrases through simple recombination and lexical substitution • initiate, maintain and close short face-to-face conversations and ask for attention • describe something or tell a story as a simple list of points	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Coherence and Cohesion criterion of the Writing rubric and the Turn-taking and Fluency criteria of the Speaking rubric.
Sociolinguistic Competence	• handle short social exchanges using everyday polite forms of greeting and address • make and respond to invitations, suggestions and apologies simply but effectively	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Register and Appropriacy criterion of the Speaking rubric (transaction and service role-plays) and of the Writing rubric (formal vs. informal tasks).
Plurilingual and Pluricultural Competence	• apply basic cultural rituals (greetings, thanks) and recognise when their behaviour might convey an unintended message • understand short, clearly expressed messages by piecing together information from versions in different languages	In-class Assessment (5%)	Assessed within the Week 7 in-class transaction role-plays (travel, eating, shopping) using the speaking analytic rubric, as recorded in the Equivalency Table.
Metacognition	• identify specific "can-do" objectives to prioritise for the week • use a checklist or rubric to identify systematic mistakes in their own written and oral production • use the PERCULUS platform independently to find materials addressing their weaknesses	In-class Assessment (5%) / Project (20%)	Weekly "Can-Do" Goal Sheet: 1-2 targets set at the start of the week and reviewed at module end. Self-Assessment Checklist + Error Log: completed at module end and uploaded to PERCULUS; scored within the In-class Assessment component. Self-Evaluation Rubric: completed with the Project submission and included as the final page of the Project report.

A2 Measurement and Assessment - Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Question / Task Types
Week 4	**Mid-Module Exam (30%)**	Oral Comprehension (30 points, 30%)	**Units 1-6**	• listen to people meeting for the first time • listen to a conversation at an airport • listen to a radio interview about a typical day • listen to a conversation about someone's job • listen to a conversation about a house swap • listen to a conversation about TV	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Dialogues-to-Contexts Matching - 5 x 1.5 = 7.5. Part 2: Short Answer/Detail Extraction - 5 x 1.5 = 7.5. Part 3: True/False - 5 x 1.5 = 7.5. Part 4: Gap/Detail Completion - 5 x 1.5 = 7.5. Original Language Hub one-word completion format is also retained in the map.
		Reading Comprehension (30 points, 30%)		• read text messages about a city • read an article about a famous family • read a blog post about a festival • read an interview about someone's job • read online comments about a neighborhood • read a city guide about events	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Matching/Notice Reading - 5 items x 3 = 15. Part 2: True/False - 5 items x 3 = 15. Original Language Hub types also retained in the map: short-answer comprehension, people-to-statements matching, and message-to-purpose matching.

		Written Production / Written Interaction (40 points, 40%)		• fill in a form with personal details • write a simple informal email to a friend • write a blog post about their typical day • write an email to ask for information • write a straightforward description of a place • write a simple review of an event	MID-MODULE TASK DISTRIBUTION (40 points) Task 1: Personal profile plus informal student-buddy email, 80-100 words - 20 points. Task 2: City-event information email, 100-120 words - 20 points. Both tasks are compulsory and scored with the approved analytic rubric.
Week 6-7	**Project (20%)**	Written Production & Online Interaction (Multimodal)	**Units 6, 7, 10 (cumulative, including reallocated Units 1-5 outcomes)**	• write a brief account of a travel experience • write a simple restaurant review • write a brief post on a social media site • give a positive recommendation for a place • express agreement or disagreement in comments Reallocated Mid-Module Exam oral outcomes: • talk about daily routines • tell people about past events in their life	"The Digital Travel & Life Storyboard": Task 1: My Journey Story (Narrative writing with past tenses) Task 2: The Local Expert (Descriptive recommendations) Task 3: Collaborative Peer Review (Online interaction on LMS) Project Oral Narrative: Students add a short recorded or live account of a routine and a past travel or life event to the Digital Travel and Life Storyboard.
Week 7	In-class Assessment (5%)	Oral Interaction & Plurilingual Competence **& Metacognition**	**Units 7-9**	• give an account of a holiday • order a meal in a restaurant • handle straightforward transactions to buy clothes • apply basic cultural rituals (greetings, thanks) and recognise when their behaviour might convey an unintended message • understand short, clearly expressed messages by piecing together information from versions in different languages • identify specific "can-do" objectives to prioritise for the week • use a checklist or rubric to	Role-Play (Public Transactions): Handling the essential tasks of daily life (travel, eating, shopping) using situational language. Self-Assessment Checklist + Error Log (Metacognition): At the end of the module students complete the A2 self-assessment checklist, identify their systematic errors and upload both to the PERCULUS system. Scored within the In-class Assessment component. Added Information Exchange: students compare

				identify systematic mistakes in their own written and oral production Reallocated Mid-Module Exam oral outcomes: • ask and answer questions about home countries • ask for and give simple directions	home-country information and complete a map-based direction-giving task.
Ongoing **(W1-8)**	Online Platform Activities (5%)	Online Interaction & Mediation	**Units 1-12**	• engage in basic social communication online • read and post online comments about a neighbourhood • share the who, what and where of their daily life in a digital format • relay key facts (times, prices, details) from simple texts or clear announcements • simplify a short message to bridge the gap between a source and a listener • describe simple visuals such as weather maps or basic charts and take basic notes • say what they liked or disliked about a story and describe its characters and themes • ask others in a group to contribute and give simple instructions to organise a task	PERCULUS System Tasks (Appx 1): • The 'Social Wall' (Sharing & commenting) • Form-Filling Quests • Mediation Tasks (e.g., Weather Reporter, Travel Agent Relay)
Week 8	**End-of-Course Exam (40%)**	Oral Comprehension (20 points,20 %)	**Units 7-12 (cumulative, including reallocated Units 1-5 outcomes)**	• listen to a conversation about an unusual trip • listen to a conversation about a diet • listen to an announcement • listen to an interview about film locations • listen to a conversation about health tips • listen to a conversation about being organized	Gap Fill / True-False: Students listen to short recorded passages dealing with predictable everyday matters and announcements. Multiple Choice (Main Idea & Detail): Identifying the main point and specific instructions from radio interviews and basic announcements.

		Reading Comprehension (20 points,20 %)		• read a quiz about transport • read an article about a famous journey • read an advert about a food business • read an article about extreme places • read an article about a TV show • read an article about life in the future	Multiple Choice / Scanning: Identifying specific information in brochures, quizzes, and short news articles. Short Answer / Detailed Reading: Understanding descriptive texts about places and future predictions using simple language.
		Written Production / Written Interaction (30 points, 30 %)		• write a simple product review • write a post to make a recommendation • write a formal email to make arrangements	Guided Paragraph & Formal Correspondence: Composing notes and formal emails relating to matters in areas of immediate need (Assessed via analytic rubric).
		Oral Production/ Oral Interaction (30 points, 30 %)		• compare different places and exchange opinions • explain a basic health problem • ask and answer questions about future plans Reallocated Mid-Module Exam oral outcomes: • describe someone's appearance and personality • describe their ideal job	Formal/Informal Discussion & Interview: Exchanging opinions, comparing things, and communicating practical issues (e.g., health). Added Interview Prompts: describing a person and an ideal job within the formal or informal interview.

Note: Linguistic, Pragmatic, Sociolinguistic, Plurilingual/Pluricultural Competence and Metacognition are not separately weighted components. They are assessed as criteria of the Writing, Speaking and Project analytic rubrics and through the self-assessment instruments, as set out in Section 2, Table 6 (Competences and Metacognition).

Revision note: Mid-Module Exam question-type distributions reflect the 23.10.2026 controlled form. The first Language Hub-based formats are retained as permitted evidence types for traceability and future parallel forms.