



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



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
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.

A2 Level Goals and Objectives		
Communicative Language Activities	Goals (By the end of the module, students can:)	Objectives
Reception: Oral comprehension	- understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly. - understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.	To reach the goal(s), students can: 1. Social Eavesdropping & Interaction Tracking: understand the gist and key details of slow, clear conversations and interviews. 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.
Reception: Reading	- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. - understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	To reach the goal(s), students can: 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.
Production: Oral Production	- give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	To reach the goal(s), students can: 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.
Production: Written Production	- produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	To reach the goal(s), students can: 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).
Interaction: Oral Interaction	- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. - manage simple, routine exchanges without undue effort. - ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. - handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.	To reach the goal(s), students can: 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.
Interaction: Written Interaction	- compose short, simple formulaic notes relating to matters in areas of immediate need.	To reach the goal(s), students can: 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.
Interaction: Online Interaction	- engage in basic social communication online.	To reach the goal(s), students can: 1. Social Media Presence & Storytelling: share the “who, what, and where” of their daily lives in a digital format. 2. Content Evaluation & Feedback: react to what they see online using a basic set of evaluative tools.
Mediation	- play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. - convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language. - use simple words/signs to ask someone to explain something.	To reach the goal(s), students can: 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.

	- recognize when difficulties occur and indicate in simple language the apparent nature of a problem. - convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.	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.
Metacognition	- take increased responsibility for their own learning by identifying effective study techniques, setting short-term linguistic goals, and evaluating their performance on routine communicative tasks.	To reach the goal(s), students can: 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. Resource Management: independently utilize digital platforms, such as the PERCULUS system, to find supplementary materials that address their specific linguistic weaknesses.
Linguistic Competence	- expand the linguistic repertoire to handle routine everyday situations and satisfy concrete needs using basic sentence patterns and memorized phrases.	To reach the goal(s), students: 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.
Pragmatic Competence	- adapt rehearsed phrases to particular circumstances and maintain short conversations using simple techniques and connectors.	To reach the goal(s), students can: 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.” Fluency: handle short exchanges with sufficient ease, despite very noticeable hesitation, pauses, and false starts.
Sociolinguistic Competence	- perform and respond to basic language functions and social routines effectively using simple common expressions.	To reach the goal(s), students can: 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.
Plurilingual and Pluricultural Competence	- recognize basic cultural conventions and mobilize a limited multilingual repertoire to solve problems or conduct transactions.	To reach the goal(s), students can: 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.
The outcomes are taken from the A2 level illustrative scales of CEFR (2020).		
Suggestions: While our core curriculum and syllabus focuses heavily on five basic communicative skills' development centered on the CEFR 2020, online interaction goals and objectives cannot be met by the content of the Language Hub A2 level coursebook. Online interaction activities are essential for our students' digital literacy. To ensure our learners can navigate digital environments, as required by both CEFR standards and our distance-learning framework, please incorporate the activities (See Appendix 1) into your weekly plans by using the PERCULUS system. By the same token, to enhance our students' mediation skills, some mediation activities are also suggested in Appendix 1.		

A2 Module Weekly Schedule

Weeks	Units to be Covered	Language Contents		
		Grammar	Vocabulary	Functional Language
1 (----)	Unit 1	present simple be (positive, negative, and questions); a/an and plural nouns; this, that, these, those	countries and nationalities; big numbers; everyday items	Greet people and make introductions
2 (----)	Unit 2	possessive's; adjectives; have/has got	family; appearance; personality	Make and respond to requests
	Unit 3	present simple (positive and negative); adverbs of frequency; prepositions of time	everyday activities (third person -s); big celebrations	Make and respond to suggestions
3 (----)	Unit 4	present simple (yes/no questions and short answers); have to/don't have to; question words	work and jobs; time expressions; education collocations	Ask for someone and leave a message
	Unit 5	there is/are; prepositions of place; can/can't; imperatives	rooms and furniture; places in a town or city; adjectives to describe the appearance of buildings	Ask for and give directions
4 (----)	Unit 6	likes and dislikes (verb patterns); was/were; past simple (regular and irregular verbs)	entertainment; past time expressions; life events	Ask for and give opinions
5 (----)	Unit 7	could (past ability); past simple (negative and questions)	transport; travel phrases; verb phrases	Check in and out of a hotel

	Unit 8	countable and uncountable nouns; some and any; much, many, a lot of; a/an, the, no article	food and drink; containers; food preparation	Order food in a restaurant
6 (----)	Unit 9	present continuous; present simple vs present continuous; object pronouns	clothes; present time expressions; shops and services	Shop for clothes
	Unit 10	comparatives; superlatives; verb + to + infinitive	landscape features; seasons and weather; phrasal verbs	Make and respond to invitations
7 (----)	Unit 11	should and shouldn't; present perfect; present perfect vs past simple	the body and health; irregular past participles; sports	Ask for information
8 (----)	Unit 12	going to; will for predictions; might	future time expressions; collocations with get; internet and communication	Show interest in something

The Alignment of the CEFR Indicators and the Syllabus

Unit 1

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about people’s home countries and nationalities.	Can ask for and provide personal information.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
ask and answer questions about places.	Can ask and answer simple questions about an event (e.g., ask where and when it took place).		
	Can describe people, places and possessions in simple terms.	Oral production → Sustained monologue: describing experience	
ask and answer questions about everyday items.	Can use simple descriptive language to make brief statements about and compare objects and possessions.		
introduce themselves and other people.	Can establish social contact (e.g. greetings and farewells, introductions, giving thanks).	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
fill in a form with personal details.	Can fill in personal and other details on most everyday forms (e.g. to open a bank account).	Written interaction → Notes, messages and forms	Linguistic competence → Orthographic control
listen to people meeting for the first time.	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Oral comprehension → Understanding	

		conversation between other people	
listen to a conversation at an airport.	Can understand straightforward announcements (e.g., that a train or flight has been delayed).	Oral comprehension → Understanding announcements and instructions	Linguistic competence → General linguistic range
	Can understand the important points of a story and manage to follow the plot.	Oral comprehension → Understanding audio (or signed) media and recordings	
read text messages about a city.	Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects.	Reading comprehension → Reading correspondence	Pragmatic competence → Coherence and cohesion
	Can understand texts describing people, places, everyday life.	Reading comprehension → Reading for information and argument	
read an article about hand luggage.	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary range

Unit 2

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about their family.	Can describe their family, living conditions, educational background, present or most recent job.	Oral production → Sustained monologue: describing experience	Linguistic competence → General linguistic range
describe someone's appearance in simple terms.	Can describe people, places and possessions in simple terms.		Pragmatic competence → Thematic development
describe someone's personality in simple terms.	Can understand much of what people say about themselves in a personal ad or post and what they say they like in other people.	Reading comprehension → Reading for information and argument	Linguistic competence → Grammatical accuracy
make and respond to simple requests.	Can ask for a favor (e.g. to borrow something), offer a favor, and respond if someone asks them to do a favor.	Oral interaction → Conversation	Plurilingual and pluricultural competence → Building on pluricultural repertoire
write a simple informal email to a friend, giving and asking for personal news.	Can exchange information by text message, by e-mail or in short letters, responding to questions from the other person (e.g. about a new product or activity).	Written interaction → Correspondence	Pragmatic competence → Coherence and cohesion
listen to a conversation about university friends.	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Oral comprehension → Understanding	Linguistic competence → Vocabulary control

		conversation between other people	
listen to a conversation at an airport.	Can understand straightforward announcements (e.g. that a train or flight has been delayed), provided the delivery is slow and clear.	Oral comprehension → Understanding announcements and instructions	Pragmatic competence → Propositional precision
read an article about a famous family.	Can understand much of the information provided in a short description of a person (e.g. a celebrity).	Reading comprehension → Reading as a leisure activity	Linguistic competence → Vocabulary range
read an article about family appearance.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	

Unit 3

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about daily routines.	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	Oral production → Sustained monologue: describing experience	Linguistic competence → General linguistic range
discuss daily habits and activities in simple terms.	Can ask and answer questions about habits and routines.	Oral interaction → Information exchange	Pragmatic competence → Flexibility
describe what people do on a special day such as a festival or celebration.	Can give short, basic descriptions of events and activities.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
make and respond to suggestions about what to do or where to go.	Can discuss what to do in the evening or at the weekend.	Oral interaction → Informal discussion (with friends)	Sociolinguistic competence → Sociolinguistic appropriateness
	Can make and respond to suggestions.	Oral interaction → Conversation	
write a blog post about their typical day.	Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies) using basic, concrete vocabulary.	Written production → Creative writing	Pragmatic competence → Coherence and cohesion
listen to a radio interview about a typical day.	Can understand in an interview what people say they do in their free time, provided they speak slowly and clearly.	Oral comprehension → Understanding audio (or	Linguistic competence → Vocabulary range

		signed) media and recordings	
read about daily essentials.	Can understand the main information in short and simple descriptions of goods in brochures and websites.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary control
read a blog post about a festival.	Can understand the main points of short texts dealing with everyday topics, and texts describing people, places, everyday life and culture.	Reading comprehension → Reading for information and argument	

Unit 4

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about jobs.	Can ask and answer questions about what they do at work and in their free time.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
describe their ideal job.	Can describe everyday aspects of their environment, e.g. people, places, a job or study experience.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
give a simple prepared description of a course of study.	Can describe their family, living conditions, educational background, present or most recent job.		Linguistic competence → Grammatical accuracy
ask to speak to a person on the phone and leave a message asking someone to call back.	Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic. Can understand a simple message, confirm details of the message and pass it on by phone to other people concerned.	Oral interaction → Using telecommunications	Pragmatic competence → Propositional precision
write an email to ask for information about a product or service.	Can compose short, simple notes, e-mails and text messages of a routine nature (e.g. enquiries, orders, letters of confirmation) on familiar topics.	Written interaction → Correspondence	Linguistic competence → Orthographic control

listen to a conversation about someone's job.	Can understand in an interview what people say they do in their free time, provided they speak slowly and clearly.	Oral comprehension → Understanding audio (or signed) media and recordings	Linguistic competence → Vocabulary range
read an interview about someone's job.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	Pragmatic competence → Thematic development
read an article about good and bad jobs.	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary control

Unit 5

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
describe a home and write a simple description of a house or flat.	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
ask and answer questions about a neighborhood and its amenities.	Can ask and answer simple questions about an event. Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
describe an important building and say what they like about it.	Can describe people, places and possessions in simple terms and explain what they like or dislike about something.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
ask for and give simple directions to get from A to B.	Can give simple directions on how to get from X to Y, using basic expressions along with sequential connectors such as “first”, “then” and “next”.	Oral production → Sustained monologue: giving information	Linguistic competence → General linguistic range
write a straightforward description of a place.	Can describe everyday aspects of their environment, e.g. people, places, a job or study experience, in linked sentences.	Written production → Creative writing	Linguistic competence → Orthographic control
listen to a conversation about a house swap.	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Oral comprehension → Understanding conversation between other people	Pragmatic competence → Propositional precision

read online comments about a neighborhood.	Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language.	Online interaction → Online conversation and discussion	Linguistic competence → Vocabulary range
read an article about interesting buildings.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	

Unit 6

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about the things they like and dislike doing.	Can explain what they like or dislike about something. Can state what they like and dislike.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
talk about the kinds of entertainment they liked in the past.	Can ask and answer questions about pastimes and past activities.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
tell people about past events in their life.	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Propositional precision
ask for and express opinions on familiar topics.	Can present their opinion in simple terms, provided interlocutors are patient.	Oral production → Sustained monologue: putting a case (e.g. in a debate)	Linguistic competence → General linguistic range
write a simple review of an event.	Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.	Written production → Reports and essays	Pragmatic competence → Thematic development
listen to a conversation about TV.	Can follow changes of topic of factual TV news items, and form an idea of the main content.	Audio-visual comprehension →	Linguistic competence → Vocabulary range

		Watching TV, film and video	
read a city guide about events.	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary control
read an article about inspiring people.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	

Unit 7

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about transport facilities.	Can get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets.	Oral interaction → Obtaining goods and services	Linguistic competence → General linguistic range
talk about a journey they have been on.	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
give an account of a holiday.	Can tell a story or describe something in a simple list of points. Can give short, basic descriptions of events and activities.		Sociolinguistic competence → Sociolinguistic appropriateness
check in to a hotel.	Can deal with common aspects of everyday living such as travel, lodging, eating and shopping.	Oral interaction → Obtaining goods and services	Plurilingual and pluricultural competence → Building on plurilingual repertoire
write a brief account of a travel experience.	Can tell a simple story (e.g. about events on a holiday or about life in the distant future).	Written production → Creative writing	Pragmatic competence → Coherence and cohesion

listen to a conversation about an unusual trip.	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.	Oral comprehension → Understanding audio (or signed) media and recordings	Linguistic competence → General linguistic range
read a quiz about transport in different cities.	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	Reading comprehension → Reading for orientation	
read an article about a famous journey.	Can understand the main point of a short article reporting an event that follows a predictable pattern, provided it is composed clearly in simple language.	Reading comprehension → Reading as a leisure activity	Linguistic competence → Vocabulary control

Unit 8

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about food preferences.	Can explain what they like or dislike about something. Can state what they like and dislike.	Oral interaction → Conversation	Linguistic competence → General linguistic range
talk about eating habits and diet.	Can ask and answer questions about habits and routines.	Oral interaction → Information exchange	
describe how to prepare simple dishes.	Can tell a story or describe something in a simple list of points.	Oral production → Sustained monologue: describing experience	Linguistic competence → Grammatical accuracy
order a meal.	Can deal with common aspects of everyday living such as eating and shopping. Can order a meal.	Oral interaction → Obtaining goods and services	Linguistic competence → Vocabulary range
write a simple restaurant review.	Can give their impressions and opinions about topics of personal interest, using basic everyday vocabulary and expressions.	Written production → Reports and essays	Pragmatic competence → Thematic development
listen to a conversation about a diet.	Can understand in an interview what people say they do in their free time, provided they speak slowly and clearly.	Oral comprehension → Understanding audio (or signed) media and recordings	Linguistic competence → Vocabulary range

read an article about food around the world.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary control
read an advert about a food business.	Can understand the main information in short and simple descriptions of goods in brochures and websites.	Reading comprehension → Reading for orientation	Plurilingual and pluricultural competence → Plurilingual comprehension

Unit 9

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
describe what people are wearing and doing.	Can describe people, places and possessions in simple terms. Can use simple descriptive language to make brief statements about and compare objects.	Oral production → Sustained monologue: describing experience	Pragmatic competence → Thematic development
ask and answer questions about routine matters to do with everyday life, work and study.	Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters.	Oral interaction → Conversation	Linguistic competence → General linguistic range
ask and answer questions about people's shopping habits.	Can ask and answer questions about habits and routines.	Oral interaction → Information exchange	
handle straightforward transactions to buy clothes.	Can make simple purchases by stating what is wanted and asking the price. Can ask about things and make simple transactions in shops.	Oral interaction → Obtaining goods and services	Linguistic competence → Vocabulary range
write a brief post on a social media site to update their status or show what they are doing at the moment.	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	Online interaction → Online conversation and discussion	Sociolinguistic competence → Sociolinguistic appropriateness

listen to an announcement.	Can understand straightforward announcements (e.g. of a cinema program or that a train has been delayed), provided the delivery is slow and clear.	Oral comprehension → Understanding announcements and instructions	Linguistic competence → General linguistic range
listen to a conversation about clothes.	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Oral comprehension → Understanding conversation between other people	Linguistic competence → Vocabulary control
read an article about marketing a business.	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary range

Unit 10

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
compare different places and exchange opinions about them.	Can exchange opinions and compare things and people using simple language.	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
exchange information about places.	Can exchange limited information on familiar and routine operational matters.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
discuss possible solutions to practical problems associated with living outdoors.	Can exchange relevant information and give their opinion on practical problems when asked directly.	Oral interaction → Formal discussion (meetings)	Pragmatic competence → Flexibility
make and respond to invitations.	Can make and respond to invitations, suggestions and apologies.	Oral interaction → Conversation	
write a simple product review.	Can produce simple texts on familiar subjects of interest, and give their impressions and opinions.	Written production → Reports and essays	Sociolinguistic competence → Sociolinguistic appropriateness
listen to an interview about film locations.	Can understand in an interview what people say, provided they speak slowly and clearly.	Oral comprehension → Understanding audio (or signed) media and recordings	Pragmatic competence → Thematic development

read an article about extreme places.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
read an article about surviving in the wild.	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary control

Unit 11

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
explain a basic health problem.	Can describe to a doctor very basic symptoms and ailments such as a cold or the flu. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.	Oral interaction → Interviewing and being interviewed	Linguistic competence → General linguistic range
give basic health advice.	Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals"). Can relay (in Language B) in a simple way a series of short, simple instructions.	Reading comprehension → Reading instructions Mediating a text → Relaying specific information in speech or sign	Pragmatic competence → Propositional precision
ask and answer questions about sports and hobbies.	Can ask and answer questions about pastimes and past activities. Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).	Oral interaction → Information exchange Oral production → Sustained monologue: describing experience	Linguistic competence → General linguistic range
ask for and give practical information about sports facilities.	Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	Oral interaction → Goal-oriented co-operation	

write a post to make a recommendation in an online forum.	Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language.	Online interaction → Online conversation and discussion	Pragmatic competence → Coherence and cohesion
listen to a conversation about health tips.	Can understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.	Oral comprehension → Understanding announcements and instructions	Linguistic competence → Vocabulary range
read an article about a TV show.	Can identify specific information in simpler material such as news articles.	Reading comprehension → Reading for orientation	Linguistic competence → Vocabulary control
read an article about an ultra-runner.	Can understand short narratives and descriptions of someone's life composed in simple language.	Reading comprehension → Reading as a leisure activity	Pragmatic competence → Thematic development

Unit 12

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
ask and answer questions about future plans.	Can ask and answer questions about plans and intentions.	Oral interaction → Information exchange	Linguistic competence → General linguistic range
interview people to find out about their free-time activities.	Can ask and answer questions about what they do at work and in their free time.		Pragmatic competence → Turn taking
express interest or sympathy in reaction to things that someone tells them.	Can make brief positive or negative comments online, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	Online interaction → Online conversation and discussion	Sociolinguistic competence → Sociolinguistic appropriateness
write a formal email to ask for information and to make arrangements for travel or accommodation.	Can understand basic types of standard routine letters (enquiries, orders, letters of confirmation, etc.) on familiar topics. Can compose short, simple notes, e-mails and text messages (e.g. to confirm or change an arrangement).	Reading comprehension → Reading correspondence Written interaction → Correspondence	Linguistic competence → Orthographic control
listen to a conversation about being organized.	Can understand the outline of simple information given in a predictable situation. Can understand basic instructions on times, dates and numbers, and on routine tasks and assignments to be carried out.	Oral comprehension → Understanding as a member of a live audience Oral comprehension → Understanding	Pragmatic competence → Propositional precision

		announcements and instructions	
read an article about life in the future.	Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range

Appendix 1

Suggested Activities

Online Interaction Activities

1. Digital Socializing & Content Interaction

Goal: Students maintain a social presence and react to shared media.

Name	Activity	Interaction
The “Social Wall” (Padlet + PERCULUS)	Share a Padlet link in the PERCULUS chat. Ask students to post one photo of their “Study Space” or “Favorite Meal” and write a two-sentence description.	Students must use the “Comment” feature to leave one positive reaction on a peer’s post (e.g. “I love your desk! It is very tidy.”).
The “Resident Expert” Photo Mediation	Upload a “mystery photo” (a zoomed-in object or unusual place) to the File Gallery.	Students use the Comment feature to describe the object using simple adjectives (color, shape, size) and guess its purpose.

2. Transactional & Procedural E-Commerce

Goal: Students navigate the linguistic requirements of online forms and shopping.

Name	Activity	Task
“Which Product?” Comparison	Upload a PDF to the PERCULUS file share containing two similar products (e.g. two different smartphones from a brochure).	Using the Live Poll feature, ask students to vote on which one they prefer. Then ask them to type one negative or positive comment about the product in the chat box.
“Form-Filling” Quest	Upload a PDF of a mock enrollment form or hotel check-in to the Course Files.	Students download, complete with their personal data, and re-upload the file.

Self-Paced “Poll” Analysis	Set up an asynchronous poll on a lifestyle topic (e.g. “Online shopping vs. mall shopping”).	After 48 hours, students must post one sentence in the chat summarizing the results (e.g. “60% of students like online shopping because it is fast.”).
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3. Collaborative Digital Tasks

Goal: Students work with a partner online to achieve a shared outcome.

Name	Activity	Task
The “Shared Story” (Collaborative Notes)	Use the PERCULUS Collaborative Note feature.	Start a sentence (e.g. “Last Saturday, I went to the park...”). Each student must add one simple phrase to continue the story, focusing on using sequential connectors (First, Then, After that).
Instructional Video Relay	Record a one-minute video of a simple task (e.g. making coffee) in the Session Records.	Students watch asynchronously and must list the three main steps in the chat using sequential connectors (First, Then, Finally).
The “News Reporter” Chat	Post a short infographic or a clear Turkish news snippet in the File Gallery.	Students must “mediate” the information by writing three bullet points in English summarizing the main facts for a non-Turkish speaking friend.

Mediation Activities

1. Relaying & Processing Information

Goal: Students act as a “bridge” by transferring key facts from spoken or written sources.

Name	Activity	Task
The “Travel Agent” Relay	Give half the class a simple hotel brochure in Turkish (Language A) and the other half a set of questions from an English-speaking “tourist” (Language B).	Students must find the specific information (check-in times, price, breakfast details) in the Turkish text and relay it in simple English sentences.
Announcement Simplification	Play a clear airport or train station announcement.	Students must “mediate” the message for a friend who missed it, writing the three most important points (e.g. “The train is late. It arrives at 5:00. Go to Platform 4.”).

2. Explaining Data & Formal Notetaking

Goal: Students can translate visual or academic input into spoken or written output.

Name	Activity	Task
The Weather Reporter	Provide a simple weather map with icons (sun, rain, temperatures).	Students must write or speak a short report based on the visuals: “In Istanbul, it is sunny and 22 degrees. In Ankara, it is rainy.”
Infographic Bullets	Show a basic infographic about a familiar topic (e.g. “The Benefits of Sleep” or “How Much Water People Drink”).	Students must take “formal notes” by listing 3–4 key statistics they see as bullet points.

3. Expressing Personal Response to Creative Texts

Goal: Students can engage with literature and stories on an emotional and analytical level.

Name	Activity	Task
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The Character Interview	After reading a very short A2 graded story or watching a two-minute short film, students choose one character.	They write two sentences about how that character feels and why (e.g. “The boy is sad because he lost his dog. I feel sorry for him.”).
“Like or Dislike” Rating	Present a simple poem or a three-panel comic strip.	Students must give the work a “star rating” and write a simple justification using high-frequency adjectives (e.g. “I like this story because it is funny and the art is colorful.”).

4. Concept Mediation & Group Collaboration

Goal: Students can facilitate “thinking together” in a team environment.

Name	Activity	Task
The “Survival” Decision	Give a small group a list of 10 items (e.g. tent, water, chocolate, mirror). Tell them they can only take five for a camping trip.	Students must collaborate to decide. One student acts as the “Mediation Leader,” asking each person, “What do you think of the water?” and summarizing the group’s final choice.
The Shared Definition	Provide a complex word or concept (e.g. “Environment” or “Honesty”).	Students work in pairs to write a “Simple English” definition for a child. They must check each other’s understanding: “Do you understand this part?” or “Is this word too difficult?”
