	Republic of Türkiye **Kahramanmaraş Sütçü İmam University** **School of Foreign Languages** **2026-2027 Academic Year B1 Module Assessment Map**	

COURSE OVERVIEW: At the end of the B1 level, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., deal with most situations likely to arise while travelling in an area where the language is spoken, produce simple connected text on topics which are familiar or of personal interest, describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

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

MATERIALS: Language Hub Coursebook (B1 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.

B1 Level Exam Specification			
Communicative Language Activities	**Objectives**	**Possible Question and Task Types**	**Possible Integration**
Reception: **Oral comprehension**	**1. Social Eavesdropping & Interaction Tracking:** follow the main points of extended discussion around them on familiar topics,	**Note-Taking / Gapped Summary (Talk):** Students listen to a 2–3-minute talk or presentation on a familiar topic and complete a set of guided notes or a gapped summary of the main points.	

	provided the speech is clearly articulated in standard language. **2. Informational & Instructional Listening:** understand straightforward factual information on common every day or job-related topics, identifying both general messages and specific details. **3. Extracting Essential Information from Audio Media:** understand the main points of news bulletins and simpler recorded material on familiar subjects delivered relatively slowly and clearly. **4. Audience Comprehension of Talks & Presentations:** follow in outline straightforward short talks and presentations on familiar topics, provided these are delivered in clearly articulated standard language.	**MCQ (Gist, Detail & Inference):** Students hear an extended conversation or interview and answer multiple-choice questions that require inferring a speaker's opinion or attitude, not only factual recall. **News Bulletin Matching:** Students hear 4–5 short news items and match each to its topic/headline, then answer specific-detail questions. **Speaker–Opinion Matching:** Students listen to several speakers discussing a topic and identify each speaker's stance (for / against / unsure). **True / False / Not Given:** Based on a straightforward factual broadcast or announcement.	
Reception: **Reading**	**1. Navigating Correspondence (Personal & Formal):** understand the description of events, feelings and wishes in personal letters and posts well enough to correspond regularly with a friend or acquaintance. **2. Orientation & Scanning for Data (Practical/Informational):** scan longer texts in order to locate desired information and gather information from different parts of a text or from different texts in order to fulfil a specific task. **3. Reading for Information & Argument:** recognize significant points in straightforward news articles on familiar subjects and most factual information they are likely to come across on familiar subjects of interest. **4. Following Instructions:** understand clearly written, straightforward instructions for a piece of equipment or a procedure. **5. Reading as a Leisure Activity:** read straightforward factual texts on subjects related	**Multiple Matching (Across Texts):** Students match a set of statements or questions to the correct text among 3–4 short texts, gathering information across sources. **Gapped Text (Sentence/Paragraph Insertion):** Sentences or paragraphs are removed from an article; students reinsert them in the correct places, testing cohesion and coherence. **MCQ (Detail, Argument & Writer's Opinion):** On a longer factual or news article, including questions on the writer's attitude or purpose. **Instruction Sequencing:** Students order the steps of a procedure or match written instructions to a piece of equipment / a diagram. **Narrative Comprehension:** Students follow the plot of a short story and answer inference and reference questions.	

	to their field of interest with a satisfactory level of comprehension and follow the plot of a clearly articulated narrative.		
Oral Production / Oral Interaction	**1. Describing Personal Background & Environment:** give straightforward descriptions on a variety of familiar subjects within their field of interest, including events, real or imagined. **2. Sustained Description & Sequential Storytelling:** reasonably fluently relate a straightforward narrative or description as a sequence of points and narrate a story. **3. Describing Experiences, Feelings & Reactions:** give detailed accounts of experiences, describing feelings and reactions, and describe dreams, hopes and ambitions. **4. Giving Information & Practical Directions:** report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand. **5. Putting a Case:** briefly give reasons and explanations for opinions, plans and actions, and express opinions on subjects relating to everyday life using simple expressions. **6. Addressing Audiences & Prepared Presentations:** give a prepared straightforward presentation on a familiar topic within their field, clear enough to be followed without difficulty most of the time, with the main points explained with reasonable precision.	**Prepared Presentation (2–3 min):** Students deliver a rehearsed presentation on a familiar topic within their field and answer follow-up questions (aligns with the B1 Module Project presentation). **Extended Narrative (Long Turn):** Students tell a story or give a detailed account of a past experience, describing their feelings and reactions (narrative tenses). **"Putting a Case" (Opinion Turn):** Students give their opinion on an everyday topic and support it with reasons and explanations. **Prompt-Based Long Turn:** Students describe and speculate about a situation from a picture or prompt, comparing options and possibilities. **Dreams & Ambitions Monologue:** Students describe hopes, plans, and ambitions with reasons.	
	1. Conversation & Social Information Exchange: enter unprepared into conversations on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.	**Collaborative Decision-Making Discussion:** In pairs or small groups, students discuss options and reach a decision (e.g. planning an event), expressing agreement/disagreement politely and justifying choices. **Less-Routine Transaction Role-Play:** Students handle a non-routine service situation — making a	

	2. Informal Discussion with Friends: express beliefs, opinions and agreement and disagreement politely, give or seek personal views and opinions in discussing topics of interest, and make their opinions and reactions understood as regards solutions or practical questions of where to go, what to do, or how to organize an event. **3. Goal-Oriented Co-operation & Discussion of Solutions:** make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. **4. Obtaining Goods & Services:** deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities, and cope with less routine situations in shops, post offices and banks. **5. Information Exchange & Interviewing:** find out and pass on straightforward factual information, ask for and follow detailed directions, offer advice on simple matters, and use a prepared questionnaire to carry out a structured interview with some spontaneous follow-up questions. **6. Using Telecommunications:** make use of telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).	complaint, asking for a refund, arranging accommodation, or dealing with an official. **Structured Interview:** One student uses a prepared questionnaire to interview another, adding spontaneous follow-up questions. **Opinion Exchange / Mini-Debate:** Two students exchange beliefs and opinions on a familiar topic, agreeing or disagreeing with reasons. **Telephone Role-Play:** Students make a phone call to book a service or make an appointment (formal/informal register).	
Written Production / **Written Interaction**	**1. Connected Texts on Familiar Subjects:** produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. **2. Creative & Personal Writing:** write detailed descriptions on a range of familiar subjects, write accounts of experiences describing feelings and reactions, and narrate a story.	**Opinion Essay (~150 words):** Students write a short essay presenting a personal opinion on a familiar topic, supported with reasons (links to "Putting a Case"). **Narrative / Descriptive Writing:** Students write an account of an experience describing feelings and reactions, or narrate a story using appropriate tenses and connectors.	

	3. Brief Reports & Conventional Formats: produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions. **4. Expressing Opinions & Impressions:** write short, simple essays on topics of interest, presenting personal opinions with simple reasoning.	**Brief Report (Conventional Format):** Students write a short report passing on factual information and stating reasons for a recommendation. **Article / Blog Post:** Students write a connected text on a familiar subject for a magazine or blog.	
	1. Personal Correspondence: compose personal letters describing experiences, feelings and events in some detail. **2. Formal/Factual Correspondence:** compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation). **3. Notes, Messages and Forms:** formulate notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important.	**Personal Letter / Email:** Students write a personal letter or email describing experiences, feelings, and events in some detail. **Formal Email:** Students write a factual email to request information or ask for confirmation, using appropriate formal register. **Reply to Correspondence:** Students read an incoming email/letter and write an appropriate response addressing each point. **Message + Form Completion:** Students leave a note conveying key information and complete a form with a short free-text section.	
Online **Interaction**	**1. Online Discussion Contribution:** post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. **2. Personal Online Postings & Responses:** make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation. **3. Goal-Oriented Online Transactions & Collaboration:** engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour or event, or applying for membership.	**"Discussion Forum Post":** On the PERCULUS forum, students publish a prepared contribution to a discussion on a familiar topic and respond in some detail to at least two classmates. **"Experience Post + Responses":** Students post about a personal experience or event and respond individually to others' comments. **"Mock Online Registration":** Students complete an online registration/application for a course, tour, or membership, clarifying and explaining relevant details.	

Mediation	**1. Relaying & Processing Information:** relay specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) and summarize the main points made in clear, well-structured texts on subjects that are familiar or of personal interest. **2. Explaining Data & Notetaking:** interpret and describe overall trends shown in simple diagrams (e.g. graphs, bar charts) and take notes as a list of key points during a straightforward lecture on familiar topics articulated in simple language. **3. Expressing Personal Response to Creative Texts:** explain briefly the feelings and opinions that a work provoked in them, describe the personality and feelings of characters, and relate events in a story or film to similar events they have experienced. **4. Facilitating Group Work & Pluricultural Space:** invite other people in a group to contribute their views, support intercultural exchange by introducing people from different cultural backgrounds and asking questions, and give simple, clear instructions to organize an activity.	**"The Summariser":** Students read a clear, well-structured text (leaflet or article) and relay/summarize its main points to others in their own words. **"Chart Interpreter":** Students describe the overall trends in a graph or bar chart in simple sentences, and take notes as a list of key points during a short talk. **"Creative Response":** Students explain the feelings and opinions a story or film provoked, describe a character, and relate an event to their own experience. **"Group Facilitator":** In a group task, students invite others to contribute, support intercultural exchange, and give clear instructions to organize an activity.	**Summariser:** Reading & Oral Comprehension **Group Facilitator:** Oral Interaction **Chart Interpreter:** Online Interaction
Metacognition	**1. Goal Setting & Planning:** set medium-term linguistic goals aligned with the module's communicative outcomes and plan the steps needed to reach them. **2. Self-Evaluation & Monitoring:** monitor their own progress using appropriate tools (checklists and rubrics) and identify recurrent errors in their written and oral production across routine and less routine tasks. **3. Strategy Adaptation & Resource Management:** adapt their study strategies based on self-evaluation and independently use digital	**Medium-Term "Can-Do" Goal Sheet:** Students set linguistic goals for the module aligned to the B1 outcomes and review them at module end. **Self-Assessment Checklist + Error Log:** At the end of each module, students complete a self-assessment checklist aligned with the level's goals and log their recurrent errors, then upload them to the PERCULUS system. **Self-Evaluation Rubric:** Completed with the Project submission and included as the final page of the Project report.	

	platforms, such as the PERCULUS system, to address specific linguistic weaknesses.		
Linguistic Competence	**1. General Linguistic Range:** have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, though lexical limitations cause repetition and even difficulty with formulation at times. **2. Vocabulary Range & Control:** have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life and use a wide range of simple vocabulary appropriately when discussing familiar topics. **3. Grammatical Accuracy:** use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations; meaning is generally clear despite recurrent errors. **4. Phonological Control:** are generally intelligible in their pronunciation and use appropriate intonation and stress at both utterance and word levels, such that communication is not hindered, although their accent is typically influenced by other languages they speak. **5. Orthographic Control:** can produce continuous writing, which is generally intelligible throughout, with spelling, punctuation and layout accurate enough to be followed most of the time.	**1. Vocabulary Range:** Gap-Fill, Collocation and Word-Formation (prefixes/suffixes) and Phrasal-Verb tasks using B1 topic sets (travel, work, health, money, media). **2. Grammatical Accuracy:** Transformation (active ↔ passive; direct ↔ reported speech), Conditional Gap-Fill, Error Correction, and tense choice (present perfect vs. past simple). **3. Phonological Control:** Word-stress in multi-syllable words, sentence stress and intonation, and connected-speech recognition. **4. Orthographic Control:** Punctuation and paragraphing assessed within continuous writing tasks.	**Phonological Control:** Speaking & Oral Comprehension assessment **Orthographic Control:** Integrated into Writing tasks
Pragmatic Competence	**1. Flexibility:** adapt their expression to deal with less routine, even difficult, situations and exploit a wide range of simple language flexibly to express much of what they want.	**1. Coherence & Cohesion:** Paragraph-organization and connector tasks, plus gapped-text sentence insertion assessing logical linking and paragraphing. **2. Turn-taking & Flexibility:** A paired or group discussion role-play requiring students to open,	**Coherence & Cohesion:** Written Production **Turn-taking & Fluency:** Oral Interaction

	2. Turn taking: initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. **3. Thematic Development:** reasonably fluently relate a straightforward narrative or description as a sequence of points and show awareness of the conventional structure of the text type concerned when communicating their ideas. **4. Coherence and Cohesion:** link a series of shorter, discrete simple elements into a connected, linear sequence of points, form longer sentences using a limited number of cohesive devices (e.g. in a story), and make simple, logical paragraph breaks in a longer text. **5. Fluency:** keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. **6. Propositional Precision:** convey simple information of immediate relevance, getting across the point they feel is most important.	sustain, and close the interaction — part of the speaking rubric. **3. Thematic Development:** Students relate a narrative as a sequence of points, showing awareness of the text-type conventions. **4. Fluency & Propositional Precision:** Criteria within the speaking rubric for oral exams.	
Sociolinguistic Competence	**1. Sociolinguistic Appropriateness:** can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. **2. Politeness Conventions:** are aware of the salient politeness conventions in the community concerned and act appropriately when expressing beliefs, opinions, agreement and disagreement. **3. Cultural Awareness:** are aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.	**"Function–Register Matching":** Students select the appropriate neutral-register exponent for a given language function (requesting, disagreeing, apologizing). **"Politeness Role-Play":** Students express beliefs, opinions, agreement, and disagreement appropriately and politely in a discussion scenario. **"Cultural Awareness Task":** Students identify and compare significant differences in customs or values across communities (links to the B1 "Global Heritage" Project).	**Register & Politeness:** Oral & Written Interaction **Cultural Awareness:** Module Project
Plurilingual and Pluricultural	**1. Building on Pluricultural Repertoire:** explain features of their own culture to members of another culture or explain features of the	**"Cultural Explanation Task":** Students explain a feature of their own or another culture and discuss	**Cultural Explanation:** Module Project & Oral Interaction

Competence	other culture to members of their own and discuss in simple terms how culturally determined actions may be perceived differently by people from other cultures. **2. Plurilingual Comprehension:** use what they have understood in one language to understand the topic and main message of a text in another language and exploit parallel texts and knowledge of contrasting structures to support comprehension across languages. **3. Building on Plurilingual Repertoire:** exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with unexpected situations.	how a culturally determined action may be perceived differently (links to the Module Project). **"Cross-Linguistic Comprehension":** Students use knowledge from one language plus a parallel text to grasp the topic and main message of a short text in another language. **"Plurilingual Problem-Solving":** Students use their limited repertoire across languages creatively to cope with an unexpected everyday situation.	**Cross-Linguistic:** Reading & Mediation
The outcomes are taken from the B1 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	• understand the main points of podcasts (psychology) • understand recorded material on familiar subjects (generation, lost at sea) • generally follow main points of extended discussions	Mid-Module Exam	Mid-Module form: Speaker-to-Statement Matching - 5 items x 1.5 points; True/False - 5 items x 1.5 points; Gap Fill - 5 items x 1.5 points. Original Language Hub format retained in the assessment map: attitude classification (positive/negative/neutral).
4-6	• follow extended discussions on familiar topics • follow interviews (e.g. job interview) • understand the main points of recorded material on health subjects	Mid-Module Exam	Mid-Module form: Multiple Choice for a job interview - 5 items x 1.5 points. Original Language Hub types retained across Units 1-6: matching, True/False, attitude classification and multiple choice.
7-9	• understand important details of recorded narrative material • understand recorded material on cultural subjects (music, films) • follow in outline straightforward short talks (lecture on philanthropists)	End-of-Course Exam	Detail Extraction / Note-taking: Students listen to podcasts and lectures to take basic notes and understand specific arguments and details.
10-12	• understand recorded material on technological subjects (devices) • understand recorded material on geographical subjects • follow main points of extended discussion (advertising)	End-of-Course Exam	Multiple Choice (Main Idea & Detail): Identifying the main point and specific viewpoints from radio shows and group discussions.

2. READING COMPREHENSION

Unit	Learning Outcomes	Assessment	Question and Task Types

1-3	• understand short written reviews on familiar subjects • read straightforward factual texts (magazine articles) • recognize significant points in articles on familiar subjects	Mid-Module Exam	Mid-Module form: Multiple Matching across four short texts - 5 items x 1.5 points. Original Language Hub format retained in the assessment map: vocabulary-to-meaning matching.
4-6	• understand most factual information in articles (social lives, jobs) • recognize significant points in straightforward articles (charity, fitness) • read articles about dietary subjects (vegetarianism)	Mid-Module Exam	Mid-Module form: Scanning/Short Answer - 5 items x 1.5 points; Multiple Choice - 10 items x 1.5 points. Original Language Hub formats retained in the assessment map: short answer, heading matching and multiple choice.
7-9	• recognize significant points in online texts on current interest • understand factual information in articles on cultural subjects (art) • understand articles on social and economic subjects (money, bartering)	End-of-Course Exam	Short Answer / Matching: Identifying main conclusions and significant points in texts concerning culture, psychology, and economics.
10-12	• recognize significant points in articles on technology and current interest • read straightforward articles about people whose work is of personal interest • understand factual information in media subjects (news, TV)	End-of-Course Exam	Multiple Choice / Detailed Reading: Scanning longer texts (technology blogs, news reports, TV articles) to recognize the line of argument and specific facts.

3. ORAL PRODUCTION / ORAL INTERACTION (Speaking)

Unit	Learning Outcomes	Assessment	Question and Task Types
7-9	• give a short presentation about a famous person's life • talk about favorite pieces of music and films • negotiate an agreement regarding the purchase or exchange of goods Reallocated Mid-Module Exam outcomes: • chat in simple language, asking questions and understanding answers • tell the story of a journey Reallocated Mid-Module Exam outcomes: • take part in a discussion to plan free-time activities • answer questions about qualifications in a job interview	In-class / Project	Prepared Presentation: Students give a short presentation about a famous person's life. Music & Film Talk: Students talk about their favorite pieces of music and films. Negotiation Role-Play: Students negotiate an agreement regarding the purchase or exchange of goods. Project Interaction Round: students narrate a journey connected with the cultural topic and handle peer questions in an unscripted exchange. Added Role-Plays: planning a shared free-time activity and completing a short mock job interview.

10-12	• describe and compare personal possessions (technology) • take part in a discussion aimed at evaluating problems • argue a case in a debate on a familiar topic Reallocated Mid-Module Exam outcomes: • describe someone's personality in simple terms • describe common symptoms to a healthcare professional	End-of-Course Exam	Formal/Informal Discussion & Debate: Comparing items, explaining practical problems, and arguing a case in a debate while expressing agreement/disagreement politely. Added Interview and Service Prompts: describing a person and explaining common symptoms to a healthcare professional.

4. WRITTEN PRODUCTION / WRITTEN INTERACTION (Writing)

Unit	Learning Outcomes	Assessment	Question and Task Types
1-3	• write a blog post giving basic information about themselves • write a formal email to make a complaint and suggest a remedy • write an email to tell a friend about an experience	Mid-Module Exam	Mid-Module Writing Task 1 - international student-community profile and invitation post, 100-120 words, 20 points. It integrates personal information, experience and invitation/response outcomes.
4-6	• make and respond to invitations by email • write a covering email in support of a job application • write an online product review	Mid-Module Exam	Mid-Module Writing Task 2 - formal customer-experience job-application email integrating a product review and complaint/remedy, 120-140 words, 20 points. Original personal/formal writing, invitation, application and review formats remain represented across the two tasks.
7-9	• write a report giving the results of a survey • write a simple online review of a film • write a description of a product for an online advertisement	Project / Online End-of-Course Exam	Project — The Global Heritage Report: Students survey peers about a cultural custom and write a report of the results (Assessed via analytic rubric). **End-of-Course — Review & Product Description:** Students write an online film review and a product description for an online advertisement (Assessed via analytic rubric).
10-12	• write an online post giving recommendations for products • write an online post giving advice and suggestions • write a story	End-of-Course Exam	Advisory & Creative Writing: Students write online posts giving product recommendations and advice, and a short story (Assessed via analytic rubric).

5. ONLINE INTERACTION AND MEDIATION

Skill / Area	Learning Outcomes	Assessment	Question and Task Types

Online Interaction (Units 1-12)	• post a comprehensible contribution to an online discussion on a familiar topic • make personal online postings about experiences, feelings and events and respond in detail to others' comments • engage in collaborative online transactions requiring clarification of details (registering for a course, tour or event)	Online Platform Activities (5%)	PERCULUS System Tasks (Appx 1): • "Discussion Forum": a prepared contribution plus detailed replies to at least two classmates. • "Experience Post + Responses": a personal post and individual replies to others' comments. • "Mock Online Registration": a collaborative/transactional exchange (course, tour or membership).
Mediation (Units 1-12)	• relay specific information from straightforward informational texts and summarise the main points of clear, well-structured texts • interpret and describe overall trends shown in simple diagrams (graphs, bar charts) and take notes as a list of key points • invite others in a group to contribute their views and give clear instructions to organise an activity	Online Platform Activities (5%) / Project (20%)	"Chart Interpreter" (Online Platform): students describe overall trends in a graph or bar chart and take notes as a list of key points during a short talk. "The Summariser" (Project): students relay and summarise the main points of a written source in their own words within the Global Heritage Report. "Group Facilitator" (Project): in the group round, students invite others to contribute and give clear instructions to organise the task.

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 sufficient vocabulary to express themselves with some circumlocution on familiar topics • use reasonably accurately a repertoire of frequently used patterns associated with predictable situations • pronounce clearly enough to be understood despite a noticeable accent	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 Production / Oral Interaction tasks; orthographic control within the Writing tasks.
Pragmatic Competence	• initiate, maintain and close simple face-to-face conversation on familiar topics • link a series of shorter, discrete elements into a connected, linear sequence of points • relate a straightforward narrative or description reasonably fluently as a sequence 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	• perform and respond to a wide range of language functions using their most common exponents in a neutral register • act appropriately with regard to politeness conventions when expressing opinions, agreement and disagreement	Mid-Module Exam / End-of-Course Exam / Project (20%)	Not a separately weighted section. Assessed as the Register and Appropriacy criterion of the Speaking rubric (role-plays, discussion and debate) and of the Writing rubric (formal vs. informal tasks). Cultural awareness is assessed within the Global Heritage Report project rubric.
Plurilingual and Pluricultural Competence	• explain features of their own culture to members of another culture and discuss how culturally determined actions may be perceived differently	Project (20%) / In-class Assessment (5%)	Assessed within the Global Heritage Report (cultural explanation round) and the in-class oral interaction tasks, using the project and speaking analytic rubrics.

	• use what they have understood in one language to support comprehension of a text in another		
Metacognition	• set medium-term linguistic goals aligned with the module outcomes and plan the steps to reach them • monitor their own progress using checklists and rubrics and identify recurrent errors • adapt study strategies and use the PERCULUS platform to address specific weaknesses	In-class Assessment (5%) / Project (20%)	Medium-Term "Can-Do" Goal Sheet: goals set at the start of the module 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.

B1 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**	• understand the main points of podcasts (psychology) • understand recorded material on familiar subjects (generation, lost at sea) • generally follow main points of extended discussions • follow extended discussions on familiar topics • follow interviews (e.g. job interview) • understand the main points of recorded material on health subjects	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Speaker-to-Statement Matching - 5 x 1.5 = 7.5. Part 2: True/False - 5 x 1.5 = 7.5. Part 3: Gap Fill - 5 x 1.5 = 7.5. Part 4: Multiple Choice - 5 x 1.5 = 7.5. Original Language Hub attitude-classification type is also retained in the map.
		Reading Comprehension (30 points, 30%)		• understand short written reviews on familiar subjects • read straightforward factual texts (magazine articles) • recognize significant points in articles on familiar subjects • understand most factual information in articles (social lives, jobs) • recognize significant points in straightforward articles (charity, fitness) • read articles about dietary subjects (vegetarianism)	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Multiple Matching across texts - 5 x 1.5 = 7.5. Part 2: Scanning/Short Answer - 5 x 1.5 = 7.5. Parts 3-4: Multiple Choice - 10 x 1.5 = 15. Original Language Hub types also retained in the map: vocabulary matching and heading matching.

		Written Production / Written Interaction (40 points, 40%)		• write a blog post giving basic information about themselves • write a formal email to make a complaint and suggest a remedy • write an email to tell a friend about an experience • make and respond to invitations by email • write a covering email in support of a job application • write an online product review	MID-MODULE TASK DISTRIBUTION (40 points) Task 1: Community profile and invitation post, 100-120 words - 20 points. Task 2: Formal job-application email integrating product review and complaint/remedy, 120-140 words - 20 points. Both tasks are compulsory and scored with the approved analytic rubric.
Week 6-7	**Project (20%)**	Written Production & Oral Interaction (Multimodal)	**Units 7, 8 (cumulative, including reallocated Units 1-5 outcomes)**	• write a report giving the results of a survey Reallocated Mid-Module Exam oral outcomes: • chat in simple language, asking questions and understanding answers • tell the story of a journey	"The Global Heritage Report": Task 1: Written Survey Report (approx. 200 words on a cultural custom) Task 2: Oral Presentation (3-5 mins with visual aid) Task 3: Interaction Round (Answering peer questions) Project Interaction Round: students narrate a journey connected with the cultural topic and handle peer questions in an unscripted exchange.

Week 7	**In-class Assessment (5%)**	Oral Interaction & Metacognition	**Units 7-9**	• give a short presentation about a famous person's life • talk about favorite pieces of music and films • negotiate an agreement regarding the purchase or exchange of goods • monitor their own progress using checklists and rubrics and identify recurrent errors • set medium-term linguistic goals aligned with the module outcomes and plan the steps to reach them Reallocated Mid-Module Exam oral outcomes: • take part in a discussion to plan free-time activities • answer questions about qualifications in a job interview	Prepared Presentation: Students give a short presentation about a famous person's life. Music & Film Talk: Students talk about their favorite pieces of music and films. Negotiation Role-Play: Students negotiate an agreement regarding the purchase or exchange of goods. Self-Assessment Checklist + Error Log (Metacognition): At the end of the module students complete the B1 self-assessment checklist, log their recurrent written and oral errors and upload both to the PERCULUS system. Scored within the In-class Assessment component. Added Role-Plays: planning a shared free-time activity and completing a short mock job interview.
Ongoing (W1-8)	**Online Platform Activities (5%)**	Online Interaction & Mediation	**Units 1-12**	• post a comprehensible contribution to an online discussion on a familiar topic • engage in collaborative online transactions requiring clarification of details (registering for a course, tour or event) • interpret and describe overall trends shown in simple diagrams (graphs, bar charts) and take notes as a list of key points • make personal online postings about experiences, feelings and events and respond in detail to others' comments • relay specific information from straightforward informational texts and summarise the main points of clear, well-structured texts • invite others in a group to contribute their views and give clear instructions to organise an activity	PERCULUS System Tasks (Appx 1): • The 'Discussion Forum' (Posting & replying) • Event Planning Collaborative Task • Trends in Charts & Lecture Notetaking

Week 8	**End-of-Course Exam (40%)**	Oral Comprehension (20 points, 20 %)	**Units 7-12 (cumulative, including reallocated Units 1-5 outcomes)**	• understand important details of recorded narrative material • understand recorded material on cultural subjects (music, films) • follow in outline straightforward short talks (lecture on philanthropists) • understand recorded material on technological subjects (devices) • understand recorded material on geographical subjects • follow main points of extended discussion (advertising)	Detail Extraction / Note-taking: Students listen to podcasts and lectures to take basic notes and understand specific arguments and details. Multiple Choice (Main Idea & Detail): Identifying the main point and specific viewpoints from radio shows and group discussions.
		Reading Comprehension (20 points, 20 %)		• recognize significant points in online texts on current interest • understand factual information in articles on cultural subjects (art) • understand articles on social and economic subjects (money, bartering) • recognize significant points in articles on technology and current interest • read straightforward articles about people whose work is of personal interest • understand factual information in media subjects (news, TV)	Short Answer / Matching: Identifying main conclusions and significant points in texts concerning culture, psychology, and economics. Multiple Choice / Detailed Reading: Scanning longer texts (technology blogs, news reports, TV articles) to recognize the line of argument and specific facts.
		Written Production / Written Interaction (30 points, 30 %)		• write a simple online review of a film • write a description of a product for an online advertisement • write an online post giving recommendations for products • write an online post giving advice and suggestions • write a story	Review & Product Description**:** Students write an online film review and a product description for an online advertisement. Advisory & Creative Writing: Students write online posts giving product recommendations and advice, and a short story (Assessed via analytic rubric).
		Oral Production/ Oral Interaction (30 points, 30 %)		• describe and compare personal possessions (technology) • take part in a discussion aimed at evaluating problems • argue a case in a debate on a familiar topic Reallocated Mid-Module Exam oral outcomes: • describe someone's personality in simple terms • describe common symptoms to a healthcare professional	Formal/Informal Discussion & Debate: Comparing items, explaining practical problems, and arguing a case in a debate while expressing agreement/disagreement politely. Added Interview and Service Prompts: describing a person and explaining common symptoms to a healthcare professional.

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.