



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



COURSE OVERVIEW: At the end of the B1 level, students will be able 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
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.

B1 Level Goals and Objectives		
Communicative Language Activities	Goals (By the end of the module, students can:)	Objectives
Reception: Oral comprehension	- understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.	To reach the goal(s), students can: 1. Social Eavesdropping & Interaction Tracking: follow the main points of extended discussion around them on familiar topics, 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.
Reception: Reading	- read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.	To reach the goal(s), students can: 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 to their field of interest with a satisfactory level of comprehension and follow the plot of a clearly articulated narrative.

Production: Oral Production	- reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.	To reach the goal(s), students can: 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.
Production: Written Production	- 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.	To reach the goal(s), students can: 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. 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.
Interaction:	- exploit a wide range of	To reach the goal(s), students can:

Oral Interaction	simple language to deal with most situations likely to arise while travelling. - enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	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. 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).
Interaction: Written Interaction	- compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.	To reach the goal(s), students can: 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.
Interaction: Online Interaction	- post a comprehensible contribution in an online discussion on a familiar topic	To reach the goal(s), students can: 1. Online Discussion Contribution: post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text

	of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. - 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.	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.
Mediation	- introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. - convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.	To reach the goal(s), students can: 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.
Metacognition	- take responsibility for their	To reach the goal(s), students can:

	own learning by setting medium-term linguistic goals, monitoring their progress with appropriate tools, and adapting their study strategies based on self-evaluation of routine and less routine communicative tasks.	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.
Linguistic Competence	- expand the linguistic repertoire to deal with most situations likely to arise in everyday life, work, study and leisure, using sufficient vocabulary and reasonably accurate grammatical patterns to communicate familiar and less routine content.	To reach the goal(s), students: 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.
Pragmatic Competence	- organize extended discourse and interaction effectively by linking ideas coherently, taking and yielding the floor, sustaining fluency, and conveying the main points of a message with reasonable precision.	To reach the goal(s), students can: 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. 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.
Sociolinguistic Competence	- perform and respond appropriately to a range of language functions in a neutral register, while showing awareness of salient politeness conventions and significant cultural differences in the community concerned.	To reach the goal(s), students: 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.
Plurilingual and Pluricultural Competence	- exploit a plurilingual and pluricultural repertoire to support comprehension, explain cultural similarities and	To reach the goal(s), students can: 1. Building on Pluricultural Repertoire: explain features of their own culture to members of another culture or explain features of the other culture to members of their own and discuss in simple terms how culturally determined actions may be

	differences, and reflect on how culturally determined behaviors may be perceived by people from other backgrounds.	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.
The outcomes are taken from the B1 level illustrative scales of CEFR (2020).		
Suggestions: While our core curriculum and syllabus focuses heavily on the development of communicative language activities centered on the CEFR 2020, the online interaction and mediation goals and objectives cannot be fully met by the content of the Language Hub B1 level coursebook. Online interaction activities are essential for our students' digital literacy, and mediation activities support their ability to act as linguistic and cultural bridges between speakers, texts and contexts. To ensure our learners can navigate digital environments and develop mediation strategies, 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.		

B1 Module Weekly Schedule

Weeks	Units to be Covered	Language Contents		
		Grammar	Vocabulary	Functional Language
1 (----)	Unit 1	Question forms; frequency words and phrases; indefinite pronouns	People; types of people; personality adjectives	Greeting people, giving personal information, and making introductions
2 (----)	Unit 2	Adverbs of degree; present simple and present continuous; past simple	Describing places; verb + preposition; life events	Asking for and giving advice
	Unit 3	All / some / most / no / none; past continuous and past simple; verb + -ing and to + infinitive	Types of transport; prefixes; accommodation and facilities	Asking for travel information and checking understanding
3 (----)	Unit 4	be going to + infinitive; present continuous for future; will and won't for predictions; subject and object questions	Free-time activities; suffixes; relaxing	Making arrangements and accepting or declining invitations
	Unit 5	can, could, be able to; obligation, necessity, and permission (must, have to, can); present perfect with for and since	Work collocations; adjectives for appearance; work + preposition	Giving information about work experience in a job interview
4 (----)	Unit 6	Quantifiers (too and enough); -ing forms; present perfect with just, already, and yet	Minor illnesses; exercise; food groups	Talking about symptoms at a pharmacy
	Unit 7	Articles (a / an); used to; no article (school, the school)	Feelings; shortened words; phrasal verbs	Describing an object and explaining what it is used for
5 (----)	Unit 8	Reflexive pronouns; infinitive of purpose; first conditional	Music; types of art; film and book genres	Showing interest in a topic
	Unit 9	Second conditional; defining relative clauses; gerunds	Prepositions in money phrases; verbs connected with money; make and do expressions	Shopping for clothes and asking for a refund
6 (----)	Unit 10	Comparatives and superlatives; more comparative structures; need to	Electronic devices; using devices and the internet; science and research	Making and receiving formal and informal phone calls

			collocations	
7 (----)	Unit 11	The passive (present and past simple); adjective + to + infinitive; even; somewhere / nowhere / everywhere / anywhere	Natural features; animals; pollution	Telling a story
8 (----)	Unit 12	Reported speech; past perfect; shall	News expressions; television; advertising	Giving and responding to opinions

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 to get to know someone whom they have just met.	Can enter unprepared into conversations on familiar topics.	Oral interaction → Conversation	Pragmatic competence → Turn taking
chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.	Can generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety.	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
talk about online experiences, exchanging opinions and impressions with friends.	Can 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.	Online interaction → Online conversation and discussion	Linguistic competence → Vocabulary range
describe someone's personality in simple terms.	Can find out and pass on straightforward factual information.	Oral interaction → Information exchange	Linguistic competence → Vocabulary control
greet people, exchange personal information and make introductions.	Can enter unprepared into conversations on familiar topics.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
write a blog post giving basic information about themselves.	Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).	Written interaction → Correspondence	Linguistic competence → Orthographic control
understand the main points of recorded material on familiar topics, including podcasts on	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range

subjects of personal interest.			
understand most factual information in short written reviews on familiar subjects of interest.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	Reading comprehension → Reading for information and argument	Pragmatic competence → Thematic development
recognize significant points in straightforward magazine articles on familiar subjects.	Can recognize significant points in straightforward news articles on familiar subjects.		Linguistic competence → Vocabulary range

Unit 2

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about the neighborhood where they live, describing its amenities and its character.	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.	Oral production → Sustained monologue: Describing experience	Linguistic competence → Vocabulary control
talk about their lives and routines, describing their living conditions, social life and habits.	Can give detailed accounts of experiences, describing feelings and reactions.		Pragmatic competence → Thematic development
talk about important events in their lives.	Can describe events, real or imagined.		Pragmatic competence → Coherence and cohesion
ask for and give advice on familiar, practical matters.	Can offer advice on simple matters within their field of experience.	Oral interaction → Information exchange	Pragmatic competence → Propositional precision
write a formal email to make a complaint and suggest a remedy.	Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).	Written interaction → Correspondence	Sociolinguistic competence → Sociolinguistic appropriateness
understand the main points of recorded material on familiar subjects delivered clearly.	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range
read straightforward factual texts on subjects related to their field of interest.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
understand most factual information in articles on familiar subjects of interest.			

Unit 3

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
follow the structure of a formal argument in a lecture, presentation or discussion.	Can give detailed accounts of experiences, describing feelings and reactions.	Oral interaction → Formal discussion	Pragmatic competence → Thematic development
tell the story of a journey.	Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.	Oral production → Sustained monologue: Describing experience	Pragmatic competence → Coherence and cohesion
	Can narrate a story.		
take part in a discussion to plan a holiday with others.	Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organize an event.	Oral interaction → Informal discussion (with friends)	Pragmatic competence → Turn taking
obtain the information that they need to make journeys by public transport. give and follow simple directions.	Can deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	Oral interaction → Obtaining goods and services	Sociolinguistic competence → Sociolinguistic appropriateness
write an email to tell a friend about an experience that they have had while travelling.	Can compose personal letters describing experiences, feelings and events in some detail.	Written interaction → Correspondence	Pragmatic competence → Thematic development
	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.		
understand the main points and important details of recorded narratives on familiar topics.	Can understand the main points and important details in stories and other narratives, provided the delivery is slow and clear.	Oral comprehension → Understanding audio, media and recordings	Pragmatic competence → Coherence and cohesion
recognize significant points in articles on familiar subjects.	Can recognize significant points in straightforward news articles on familiar subjects.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
understand most factual information in articles on familiar subjects of interest.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.		

Unit 4

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
take part in a discussion to plan free time activities with others.	Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organize an event.	Oral interaction → Informal discussion (with friends)	Pragmatic competence → Turn taking
tell others about their plans.	Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organize an event.		Pragmatic competence → Propositional precision
speculate about future developments and give reasons for their predictions.	Can briefly give reasons and explanations for opinions, plans and actions.	Oral production → Sustained monologue: Putting a case	Pragmatic competence → Flexibility
ask and answer questions about preferred free time activities.	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	Oral interaction → Interviewing and being interviewed	Linguistic competence → Vocabulary range
make and respond to invitations.	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
discuss when and where to meet when making arrangements.	Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organize an event.	Oral interaction → Informal discussion (with friends)	Linguistic competence → Grammatical accuracy
make and respond to invitations by email.	Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).	Written interaction → Correspondence	Linguistic competence → Orthographic control
generally follow the main points of extended discussion on familiar topics.	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.	Oral comprehension → Understanding conversation between	Linguistic competence → General linguistic

		other people	range
understand most factual information in articles on subjects of current and personal interest.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	Reading comprehension → Reading for information and argument	Pragmatic competence → Thematic development
recognize significant points in straightforward articles on familiar cultural and lifestyle subjects.	Can recognize significant points in straightforward news articles on familiar subjects.		Linguistic competence → Vocabulary range

Unit 5

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
discuss the advantages and disadvantages of different jobs.	Can give or seek personal views and opinions in discussing topics of interest.	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
discuss rules for the workplace or classroom.	Can express beliefs, opinions and agreement and disagreement politely.		Sociolinguistic competence → Sociolinguistic appropriateness
formulate simple rules and regulations.	Can 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.	Oral production → Sustained monologue: Giving information	Linguistic competence → Overall phonological control
present information about their work or their area of expertise.	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Oral production → Addressing audiences	Pragmatic competence → Thematic development
ask and answer questions about professional matters or aspects of people's professional expertise.	Can find out and pass on straightforward factual information.	Oral interaction → Information exchange	Pragmatic competence → Turn taking
answer questions about their qualifications and experience in a job interview.	Can give detailed accounts of experiences, describing feelings and reactions.	Oral production → Sustained monologue: Describing experience	Pragmatic competence → Thematic development Sociolinguistic

			competence → Sociolinguistic appropriateness
write a covering email in support of a job application.	Can compose a basic letter of application with limited supporting details.	Written interaction → Correspondence	Pragmatic competence → Thematic development
			Linguistic competence → Orthographic control
generally follow the main points of extended discussion in interview contexts on familiar topics.	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.	Oral comprehension → Understanding conversation between other people	Sociolinguistic competence → Sociolinguistic appropriateness
understand most factual information in articles on familiar workplace subjects.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	Reading comprehension → Reading for information and argument	Linguistic competence → Vocabulary range
recognize significant points in straightforward articles on subjects of personal interest.	Can recognize significant points in straightforward news articles on familiar subjects.		Pragmatic competence → Thematic development

Unit 6

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
prepare and deliver a short presentation on the subject of healthy living.	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Oral production → Addressing audiences	Pragmatic competence → Thematic development
take part in a discussion to organize an event.	Can make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Oral interaction → Goal-oriented co-operation	Pragmatic competence → Turn taking
take part in a discussion to draft a leaflet giving advice.	Can offer advice on simple matters within their field of experience.	Oral interaction → Information exchange	Sociolinguistic competence → Sociolinguistic appropriateness
describe common symptoms when talking to a healthcare professional.	Can describe symptoms in a simple way and ask for advice when using health services, and can understand the answer, provided this is given clearly in everyday language.	Oral interaction → Interviewing and being interviewed	Pragmatic competence → Propositional precision
write an online product review.	Can produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions.	Written production → Reports and essays	Pragmatic competence → Thematic development
understand the main points of recorded material on familiar health and lifestyle subjects.	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range
recognize significant points in	Can recognize significant points in straightforward news	Reading comprehension	Linguistic

straightforward articles on familiar health and lifestyle subjects.	articles on familiar subjects.	→ Reading for information and argument	competence → Vocabulary control
understand most factual information in articles on familiar dietary and lifestyle subjects.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.		Linguistic competence → Vocabulary range

Unit 7

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
take part in a discussion about the things that make me happy.	Can give or seek personal views and opinions in discussing topics of interest.	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
write coherent posts to contribute to an online discussion on a topic of general interest.	Can 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.	Online interaction → Online conversation and discussion	Pragmatic competence → Coherence and cohesion
give a short presentation about a famous person's life and achievements.	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Oral production → Addressing audiences	Pragmatic competence → Thematic development
describe everyday objects, explaining what they are used for.	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.	Oral production → Sustained monologue: Describing experience	Linguistic competence → Vocabulary control
write a report giving the results of a survey.	Can produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions.	Written production → Reports and essays	Pragmatic competence → Thematic development
understand the main points and important details of recorded narrative material on familiar subjects.	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.	Oral comprehension → Understanding audio, media and recordings	
recognize significant points in	Can recognize significant points in straightforward news	Reading comprehension	Linguistic

straightforward articles on familiar everyday subjects.	articles on familiar subjects.	→ Reading for information and argument	competence → Vocabulary range
understand most factual information in online texts on subjects of current interest.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.		Pragmatic competence → Thematic development

Unit 8

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
talk about their favorite pieces of music and explain what they like about them.	Can give or seek personal views and opinions in discussing topics of interest.	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
give a short presentation about a work of art and their reactions to it.	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Oral production → Addressing audiences	Pragmatic competence → Thematic development
discuss films or books.	Can give or seek personal views and opinions in discussing topics of interest.	Oral interaction → Informal discussion (with friends)	Linguistic competence → Vocabulary range
show interest in reaction to things that someone tells me.	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	Oral interaction → Conversation	Sociolinguistic competence → Sociolinguistic appropriateness
write a simple online review of a film.	Can produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions.	Written production → Reports and essays	Linguistic competence → Orthographic control
understand the main points of recorded material on familiar cultural subjects.	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range
understand the main points of recorded material on familiar cultural subjects, including films and books.			Linguistic competence → Vocabulary control

recognize significant points in short articles on familiar cultural subjects.	Can recognize significant points in straightforward news articles on familiar subjects.	Reading comprehension → Reading for information and argument	Linguistic competence → General linguistic range
understand most factual information in online texts on familiar cultural subjects.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.		Pragmatic competence → Thematic development

Unit 9

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
say how they would act in various hypothetical situations.	Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organize an event (e.g. an outing).	Oral interaction → Informal discussion (with friends)	Linguistic competence → General linguistic range
take part in a discussion on a topic of general interest.	Can give or seek personal views and opinions in discussing topics of interest.		
negotiate a straightforward agreement regarding the purchase or exchange of goods or services.	Can deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	Oral interaction → Obtaining goods and services	Sociolinguistic competence → Sociolinguistic appropriateness
explain a problem with something that they have bought and ask for a refund.	Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.		Pragmatic competence → Propositional precision
write a description of a product for an online 'for sale' advertisement.	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.	Written production → Creative writing	Linguistic competence → Vocabulary control
follow in outline straightforward short talks on familiar subjects.	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.	Oral comprehension → Understanding as a member of a live audience	Linguistic competence → Vocabulary range
recognize significant points in straightforward articles on familiar subjects of personal	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	Reading comprehension → Reading for information and	Pragmatic competence → Thematic

interest.		argument	development
understand most factual information in articles on familiar social and economic subjects.	Can recognize significant points in straightforward news articles on familiar subjects.		Linguistic competence → Vocabulary range

Unit 10

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
describe and compare personal possessions.	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.	Oral production → Sustained monologue: Describing experience	Linguistic competence → Vocabulary control
talk about the advantages and disadvantages of different types of technology.	Can briefly give reasons and explanations for opinions, plans and actions.	Oral production → Sustained monologue: Putting a case	Pragmatic competence → Thematic development
take part in a discussion aimed at evaluating problems and identifying the personal characteristics needed to solve them.	Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives.	Oral interaction → Goal-oriented co-operation	Pragmatic competence → Propositional precision
explain a practical problem on the phone and ask for help.	Can use 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).	Oral interaction → Using telecommunications	Sociolinguistic competence → Sociolinguistic appropriateness
write an online post giving recommendations for products.	Can produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions.	Written production → Reports and essays	Pragmatic competence → Thematic development
understand the main points of recorded material on familiar technological subjects.	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range
understand most factual information in online texts on	Can understand most factual information that they are likely to come across on familiar subjects of interest,	Reading comprehension → Reading for	Pragmatic competence →

familiar technology and current-interest subjects.	provided they have sufficient time for rereading.	information and argument	Thematic development
recognize significant points in straightforward articles on subjects of current interest.	Can recognize significant points in straightforward news articles on familiar subjects.		Linguistic competence → Vocabulary range

Unit 11

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
give a presentation in which they describe a special place and explain why it is important.	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Oral production → Addressing audiences	Pragmatic competence → Thematic development
take part in a discussion aimed at comparing different images and evaluating them according to certain criteria.	Can give or seek personal views and opinions in discussing topics of interest.	Oral interaction → Informal discussion (with friends)	
take part in a discussion aimed at evaluation of different approaches to a topical issue.	Can make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Oral interaction → Goal-oriented co-operation	Pragmatic competence → Flexibility
tell a true story about something that happened in their life.	Can narrate a story.	Oral production → Sustained monologue: Describing experience	Pragmatic competence → Coherence and cohesion
write an online post giving advice and suggestions.	Can produce very brief reports in a standard conventionalized format, which pass on routine factual information and state reasons for actions.	Written production → Reports and essays	Pragmatic competence → Thematic development
understand the main points of recorded material on familiar geographical and natural-world subjects.	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Oral comprehension → Understanding audio, media and recordings	Linguistic competence → Vocabulary range
recognize significant points in	Can recognize significant points in straightforward news	Reading comprehension	Pragmatic

straightforward articles about people whose work is of personal interest.	articles on familiar subjects.	→ Reading for information and argument	competence → Thematic development
recognize significant points in straightforward news articles on familiar environmental subjects.			Linguistic competence → Vocabulary range

Unit 12

Learning Outcome (Students can:)	CEFR Descriptors	Communicative Language Activities	Competences
conduct a prepared interview as part of an opinion survey.	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	Oral interaction → Interviewing and being interviewed	Pragmatic competence → Turn taking
argue their case in a debate on a familiar topic, giving reasons for their opinions.	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions.	Oral production → Sustained monologue: Putting a case	Pragmatic competence → Flexibility
take part in a discussion aimed at planning a project.	Can make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Oral interaction → Goal-oriented co-operation	Pragmatic competence → Turn taking
express their opinion in a discussion. agree or disagree with someone politely.	Can express beliefs, opinions and agreement and disagreement politely.	Oral interaction → Informal discussion (with friends)	Sociolinguistic competence → Sociolinguistic appropriateness
write a story.	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.	Written production → Creative writing	Pragmatic competence → Coherence and cohesion
generally follow the main points of extended discussion on familiar topics.	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.	Oral comprehension → Understanding conversation between other people	Pragmatic competence → Thematic development
recognize significant points in straightforward articles on	Can recognize significant points in straightforward news	Reading comprehension → Reading for	Linguistic competence →

familiar everyday subjects, including news and media.	articles on familiar subjects.	information and argument	Vocabulary range
understand most factual information in articles on familiar cultural and media subjects.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.		Pragmatic competence → Thematic development

Appendix 1

Suggested Activities

Online Interaction Activities

1. Digital Discussion & Opinion Exchange

Goal: Students contribute comprehensible posts to online discussions on familiar topics of interest, building on each other's ideas.

Name	Activity	Interaction
The “Discussion Forum” (Padlet + PERCULUS)	Share a Padlet link in the PERCULUS chat with a discussion prompt on a familiar topic (e.g. “Is working from home better than working in an office?”, “Should fast food be banned in schools?”). Students prepare a short paragraph beforehand using online tools to check accuracy.	Students post their contribution and then respond individually to at least two peers' posts, agreeing or disagreeing politely and adding a reason.
The “Opinion Poll” Debate	Set up a PERCULUS Live Poll on a topical issue (e.g. “Are electric cars the future of transport?”). After voting, students post a short comment in the chat justifying their choice with one or two reasons.	Students read three comments from peers who voted differently and reply briefly, asking for clarification or offering a counterpoint.

2. Personal Online Postings & Responses

Goal: Students make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail.

Name	Activity	Interaction
The “Weekend Story” Post	Students upload a photo or short video clip to a shared Padlet/wall describing a recent experience (a trip, a meal, an event) and write a short post (around 60-80 words) describing what happened, how they felt and what they liked or didn't like.	Peers comment with questions or related personal experiences (e.g. “That reminds me of when I...”). Each student must respond to at least one comment in some detail.
The “Review & Recommend” Thread	Students post a short review (a film, a book, a restaurant, an app) using a standard conventionalized format: short description, what they liked, what they didn't, and a recommendation.	Other students comment with their own impressions if they know the item or ask for more details if they don't.

3. Goal-Oriented Online Transactions & Collaboration

Goal: Students engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details.

Name	Activity	Interaction
The “Event Planning” Project	In small groups, students use a shared document (Google Docs, Padlet, or PERCULUS Collaborative Notes) to plan a fictional event (a class trip, a charity drive, a cultural evening). They must agree on location, date, budget and tasks.	Each student takes responsibility for one section, asks for clarifications from others (“What time should we meet?”, “Who will bring the food?”), and confirms details in writing.
“Booking & Enquiring” Role-play	Upload a mock travel-agency website or hotel listing to the Course Files. Students play either the customer or the service provider and use the PERCULUS chat to ask questions, request clarification, and complete a booking (e.g. for a course, tour, or event).	The exchange must include at least one clarification question and one confirmation of details.

Mediation Activities

1. Relaying & Processing Information

Goal: Students act as a bridge by transferring key information from spoken or written sources to others, summarizing the main points in their own words.

Name	Activity	Task
The “Information Bridge” Relay	Give half the class a straightforward informational text in Turkish (Language A), e.g., a leaflet, brochure entry, hotel website, or product description, and the other half a set of questions from an English-speaking enquirer (Language B).	Students must relay the specific information requested in straightforward English, getting across the points the enquirer needs.
Article Summary Exchange	Each student reads a short, well-structured article (in Turkish or English) on a subject of personal or current interest and writes a summary of the main points in English (around 80-100 words).	Students exchange summaries in pairs and ask follow-up questions to clarify any points the summary did not make clear.

2. Explaining Data & Notetaking

Goal: Students translate visual or spoken academic input into written or spoken output, capturing the main points.

Name	Activity	Task
Trends in Charts & Graphs	Provide a simple chart, infographic or bar graph (e.g. data on smartphone use, sleep patterns, household spending) with labels in Turkish or English.	Students write or speak a short report (4-6 sentences) describing the overall trends shown: “The number of people who... increased between... and...,” “Most people prefer... because....”
Lecture Notetaking	Play a recorded short talk or lecture (around 3-5 minutes) on a familiar topic, articulated in clear simple language. Pauses are provided after each main idea.	Students take notes as a list of 5-7 key points and then use those notes to write a short summary or to explain the talk to a peer who didn't watch it.

3. Expressing Personal Response to Creative Texts

Goal: Students engage with stories, films and short literary texts on both an emotional and analytical level, relating events and characters to their own experience.

Name	Activity	Task
The Character Profile	After reading a short B1 graded story or watching a short film, students choose one character and write a paragraph (around 80 words) describing the character's personality, how they felt at a key point in the story, and why.	Students share their paragraph with a peer who chose a different character and discuss whether they would have acted similarly in that character's situation.
Connecting Stories to Life	Present a short story or film clip dealing with a familiar theme (friendship, work, family, travel).	Students write a short response (5-7 sentences) about a similar event they have experienced or heard about, and explaining briefly the feelings the work provoked in them.

4. Facilitating Group Work & Pluricultural Space

Goal: Students facilitate collaborative thinking in a group, invite contributions from peers, and support intercultural communication.

Name	Activity	Task
The “Consensus Decision”	Give a small group a scenario requiring a decision (e.g. “Your group has a budget of X to organize a class outing: Where will you go and why?”, or a moral dilemma scenario).	One student acts as facilitator, inviting each person to contribute their view, asking follow-up questions, and summarizing the group’s final agreement. The facilitator role rotates.
Intercultural Bridge	Pair students up and assign each a different cultural background (real or imagined). Each pair introduces themselves, exchanges information about practices in their culture (food, holidays, family customs), and discusses one custom that may be perceived differently across the two cultures.	The exchange must include at least one question that shows awareness of cultural sensitivity (e.g. “I hope you don’t mind me asking, but...”) and one explanation of why something “normal” in one culture might look strange in the other.
Group Instructions	Assign one student in each group the role of “instructor” for a shared task (e.g. designing a poster, planning a survey, preparing a short presentation).	The instructor must give simple instructions to organize the activity and check that the group is following by asking “Is that clear?”