

**A1****GENERAL KNOWLEDGE**

**At the end of level A1, the learner should be able to:**

- answer simple questions about himself/herself, where he/she lives, the people he/she knows and the things he/she has ; and ask questions.
- speak with simple statements in areas that concern him/her or are familiar to him/her, and answer them as well
- greets, make a simple purchase.
- say and ask for the day, date and time
- fill out a simple form
- write a simple postcard

**In oral comprehension, the learner must be able to:**

- understand familiar words and very common expressions
- understand instructions / indications
- understand simple questions

**In written comprehension, the learner must be able to:**

- recognize common names, words or expressions
- understand simple messages (postcards)
- follow short, simple instructions

**In oral production, the learner must be able to:**

- describe himself / herself
- describe what is being done
- describe his / her place of residence
- describe people and things in simple sentences
- read a very brief text aloud

**In written production, the learner must be able to:**

- write simple texts about yourself or others
- write a simple postcard
- fill out a personal information form

## COMMUNICATION OBJECTIVES AND LANGUAGE SKILLS TO BE ACQUIRED

Communication objectives	Linguistic knowledge	Linguistic knowledge
<ul style="list-style-type: none"> <li>- Greet someone / take leave</li> <li>- Introduce yourself (surname, first name, nationality, age, say where you came from, where you are...)</li> <li>- Give your contact information (address, email, telephone)</li> <li>- Introduce someone</li> <li>- Get to know someone</li> <li>- Ask, give news to someone.</li> <li>- Identify objects and people</li> <li>- Spell</li> <li>- Ask someone to repeat</li> <li>- Apologize / thank</li> <li>- Affirm, deny</li> <li>- Express tastes, preferences</li> <li>- Say you like / dislike</li> <li>- Express possession</li> <li>- Talk about your family and relationships with relatives</li> <li>- Talk about your hobbies</li> <li>- Talk about your daily activities</li> <li>- Ask / give time</li> <li>- Set or give a date</li> <li>- Set or make an appointment</li> <li>- To locate yourself</li> <li>- Locate a place, an object</li> <li>- To find your way</li> <li>- To ask, to indicate a route</li> <li>- To ask the price of a thing</li> <li>- To make a purchase</li> <li>- Describe a person, describe oneself</li> <li>- Describe his / her accommodation</li> <li>- Describe an object</li> <li>- Describe a place</li> <li>- Talk about his / her plans for a weekend, holiday</li> <li>- Order in a restaurant</li> <li>- Express the quantity</li> <li>- Give instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Personal pronouns</li> <li>- Emphatics pronouns</li> <li>- Auxiliary verbs to be and to have</li> <li>- Verbs in-ER to the present tense</li> <li>- Reflexive verbs</li> <li>- Irregular verbs from the 3rd group</li> <li>- Point out (c'est / voilà...)</li> <li>- Different types of questions</li> <li>- Interrogative pronouns (où, quand, comment...)</li> <li>- Interrogative adjective <i>quel, quelle...</i></li> <li>- Definite/indefinite articles</li> <li>- Contracted articles</li> <li>- Negation: oui, non, si, ne, pas...</li> <li>- The negation: ne personne / ne rien</li> <li>- Il y a + enumeration</li> <li>- Spatial location: prepositions à / de + city / country names</li> <li>- Prepositions of place to locate an object, to indicate a place / a route</li> <li>- Temporal location: prepositions + date</li> <li>- Possessive adjectives</li> <li>- Demonstrative adjectives</li> <li>- Agreements and the place of adjectives</li> <li>- Speech connectors: et, où, alors, mais</li> <li>- The conditional tense for polite requests (vouloir/pouvoir)</li> <li>- The near future</li> <li>- Adverbs of place</li> <li>- Cardinal numbers</li> <li>- Partitive articles and quantity</li> <li>- The affirmative imperative tense</li> </ul>	<ul style="list-style-type: none"> <li>- The alphabet</li> <li>- The numbers</li> <li>- The nationalities</li> <li>- The days of the week</li> <li>- The months</li> <li>- The seasons</li> <li>- The colors</li> <li>- Some professions</li> <li>- Class instructions</li> <li>- The family</li> <li>- Leisure</li> <li>- Time references (today, tomorrow, tonight...)</li> <li>- Times of the day</li> <li>- Daily activities</li> <li>- Hours</li> <li>- Places in a city (Town Hall, Park...)</li> <li>- Means of transport</li> <li>- Shops + people</li> <li>- Purchases</li> <li>- Means of payment</li> <li>- Clothes</li> <li>- Physical description</li> <li>- Housing</li> <li>- Outings</li> <li>- Food</li> </ul>

**A2****GENERAL KNOWLEDGE**

**At the end of level A2, the learner should be able to:**

- welcome someone, ask about them and react to the answer
- to manage simple and routine exchanges without undue effort
- answer questions about what he is doing professionally and for his leisure time and ask questions
- discuss what he/she wants to do, where, and make the necessary arrangements
- make a proposal and accept one
- use public transport
- ask basic information
- to be understood in order to exchange ideas and information on familiar topics in predictable everyday situations
- to express impressions in simple terms
- to describe past activities and personal experiences
- to describe daily occupations and habits
- to describe projects and their organization
- to give a simple and short description of events and activities

**In oral comprehension, the learner must be able to:**

- understand the vocabulary of the family, shopping, close environment, work
- follow simple instructions
- identify the main news element: an event, an accident

**In written comprehension, the learner must be able to:**

- understand a personal letter
- understand the common street signs
- understand the information in a letter, an advertising brochure
- understand the facts described in simple informative articles
- follow instructions for use
- understand a regulation written simply

**In oral production, the learner must be able to:**

- describe living conditions, daily activities, tastes, places, things
- make a brief description of an event
- briefly compare objects or places
- explain if something is pleasant or unpleasant
- express opinions
- explain projects

**In written production, the learner must be able to:**

- write a very simple personal letter
- express thanks and apologies
- write about the daily aspects of his / her environment
- make a brief description of an event, past activities, personal experiences

## COMMUNICATION OBJECTIVES AND LANGUAGE SKILLS TO BE ACQUIRED

Communication objectives	Linguistic knowledge	Linguistic knowledge
<ul style="list-style-type: none"> <li>- Talk about the weather</li> <li>- Express the quantity</li> <li>- Express the frequency</li> <li>- Characterize, avoid repetitions</li> <li>- Suggest something to someone</li> <li>- Invite someone</li> <li>- Accept / refuse an invitation, an appointment</li> <li>- Compare</li> <li>- Talk about his/her state of health</li> <li>- Give an order, an advice</li> <li>- Give / follow instructions</li> <li>- Understand installation guides</li> <li>- Give your opinion / express your point of view</li> <li>- Tell a past event</li> <li>- Evoke memories / tell a memory</li> <li>- Tell past personal experiences</li> <li>- Talk about habits in the past</li> <li>- Describe an object (2)</li> <li>- Give details</li> <li>- Express the moment of an action</li> <li>- Express a forecast</li> <li>- Talk about his/her projects</li> </ul>	<ul style="list-style-type: none"> <li>- The quantities</li> <li>- The pronoun EN for quantity</li> <li>- The quantity adverbs</li> <li>- The negative form: <i>ne pas de, ne plus, ne jamais, ne rien, ne personne, ni... ni</i></li> <li>- The frequency adverbs (toujours, souvent...)</li> <li>- COD pronouns</li> <li>- COI pronouns</li> <li>- Simple relative pronouns: qui, que, où</li> <li>- Ce qui / ce que</li> <li>- Recent past and continuous present</li> <li>- Comparison and superlative</li> <li>- Negative imperative</li> <li>- Imperative and complementary pronouns</li> <li>- Expression of the obligation: il faut + inf. / devoir + infinif</li> <li>- Passé compose with être and avoir</li> <li>- Past participle with être</li> <li>- Imparfait tense for description (il y avait, c'était, il faisait...)</li> <li>- The time indicators: il y a, ça fait, depuis, en, dans...</li> <li>- The simple future</li> </ul>	<ul style="list-style-type: none"> <li>- Weather</li> <li>- Places to go out</li> <li>- Entertainment</li> <li>- Shows</li> <li>- Objects</li> <li>- Household appliances</li> <li>- Body and health</li> <li>- Stages of life: birth, adolescence...</li> <li>- Celebration of life events</li> <li>- Announcements, invitations, greeting cards...</li> <li>- Objects and their condition</li> <li>- Technologies</li> <li>- Travel</li> <li>- Speech articulators (d'abord, ensuite, puis...)</li> <li>- Horoscope</li> </ul>

## B1

### GENERAL KNOWLEDGE

**At the end of level B1, the learner should be able to:**

- follow the main points of a lengthy discussion about himself/herself
- give or solicit opinions and opinions in an informal discussion with friends
- continue a conversation or discussion
- deal with an unexpected situation in public transport
- deal with the main situations that can happen when organizing a trip with a tour operator or during a trip
- intervene without preparation in conversations about family matters
- make a claim
- take initiative in an interview or consultation
- ask someone to clarify or clarify what they have just said
- take messages about requests for information
- explain a difficulty
- provide concrete information required in an interview or consultation
- explain why something is a problem
- give his/her opinion on a short story, an article, a presentation, a discussion, an interview, a documentary and answering further detailed questions ; summarize them
- carry out an interview prepared by checking and confirming the information
- describe how to do something and give detailed instructions
- exchange with a certain confidence a large amount of factual information on issues which are or are not usual in the learner's field

**In oral comprehension, the learner must be able to:**

- understand direct factual information: work, school, leisure, travel ...
- understand short stories
- understand a large part of television programs
- follow the main points of a long discussion
- following a conference or a lecture
- understanding simple technical information
- following detailed instructions

**In written comprehension, the learner must be able to:**

- understand personal letters: description of events, feelings, wishes
- understand any type of daily writing (brochures, notes, catalogues...)
- understand significant points in a newspaper article
- recognize the argumentative scheme of a text
- identify the conclusions of an argumentative text
- understanding texts written in a common language related to the professional field

**In oral production, the learner must be able to:**

- tell an event, an experience or a dream
- tell a story, the plot of a book or a film
- make a simple description
- relate a story
- tell an experience in detail speaking of his feelings and reactions
- briefly explain the reasons and explanations of his opinions, projects and actions

**In written production, the learner must be able to:**

- simply write articulated texts
- write simple, detailed descriptions
- describe an event
- tell an anecdote, tell a story
- justify actions and give opinions
- write personal letters: give news; describe in detail experiences, feelings, events
- express thoughts on an abstract or cultural subject

## COMMUNICATION OBJECTIVES AND LANGUAGE SKILLS TO BE ACQUIRED

Communication objectives	Linguistic knowledge	Linguistic knowledge
<ul style="list-style-type: none"> <li>- Situate events in time</li> <li>- Tell a past event</li> <li>- Tell a miscellaneous fact</li> <li>- Tell a personal experience</li> <li>- Tell the evolution of a situation</li> <li>- Evoke memories</li> <li>- Describe a phenomenon, a fact</li> <li>- Give instructions</li> <li>- Give an order</li> <li>- Authorize, allow, agree</li> <li>- Advise, discourage</li> <li>- Express an opinion, a point of view</li> <li>- Justify its opinion, its point of view</li> <li>- Mark an opposition</li> <li>- Approve, disapprove</li> <li>- Say anything good or bad about someone or something</li> <li>- Compare / appreciate facts or ideas</li> <li>- Insist, emphasize</li> <li>- Make assumptions</li> <li>- Express positive or negative feelings (joy, sadness, boredom, fear, regret, surprise, indifference, curiosity)</li> <li>- Express a wish, make a wish</li> <li>- Express a condition</li> <li>- Express an intention</li> <li>- Express the possibility</li> <li>- Express certainty</li> <li>- Express doubt</li> <li>- Talk about plans</li> <li>- Ask for something</li> <li>- Report someone's words</li> </ul>	<ul style="list-style-type: none"> <li>- The tenses of the past</li> <li>- Opposition passé composé/imparfait</li> <li>- Past participle with be and have</li> <li>- The subjunctive (the possibility, the obligation, the feelings)</li> <li>- The conditional present and past</li> <li>- The expression of condition and hypothesis</li> <li>- The discourse related to the present and the past</li> <li>- The concordance of tenses</li> <li>- The passive tense</li> <li>- The gerund tense</li> <li>- The simple relative pronouns (qui, que, où, dont)</li> <li>- Double pronouns</li> <li>- Possessive pronouns</li> <li>- Demonstrative pronouns</li> <li>- Indefinite pronouns and adjectives</li> <li>- The prepositions and adverbs of time (duration, moment)</li> <li>- The prepositions and adverbs of place</li> <li>- The impersonal verbs and sentences</li> <li>- The negation (sans + infinitive, ni...ni)</li> <li>- The restriction (ne...que)</li> <li>- The adverbs of manner</li> <li>- The chronological articulators of speech (d'abord, ensuite, enfin, premièrement...)</li> <li>- The simple logical articulators (cause, consequence, opposition, goal)</li> </ul>	<ul style="list-style-type: none"> <li>- Feelings</li> <li>- Events (accidents, disasters and natural phenomena)</li> <li>- Professional world</li> <li>- Enterprise, employment</li> <li>- School, school system, training</li> <li>- Media, television programs, newspapers, internet</li> <li>- Facts of society</li> <li>- Physical geography, (town, country...)</li> <li>- Arts (cinema, literature, painting, show)</li> </ul>

## B2

### GENERAL KNOWLEDGE

**At the end of level B2, the learner should be able to:**

- account for and defend his/her opinions in a discussion by providing appropriate explanations, arguments, and comments
- develop a point of view on a subject by supporting the advantages and disadvantages of the different options
- construct a logical line of argument
- develop an argument by defending or attacking a given point of view
- expose a problem by clearly indicating that the negotiating partner must make concessions
- causes, consequences, hypothetical situations
- take an active part in informal discussion in a familiar context: make comments, clearly express one's point of view, evaluate possible choices, make assumptions and respond to them
- adapt to changes in meaning, style and insistence in a conversation
- use a variety of connecting words effectively to indicate the link between ideas
- support an argument that emphasizes significant and relevant secondary points
- exposing a claim for compensation using persuasive language and simple arguments in order to obtain satisfaction

**In oral comprehension, the learner must be able to:**

- understand lectures, rather long speeches
- follow a complex line of argument
- understand most news and information television programs
- understand most standard language movies
- identify the mood, tone of the speaker
- recognize the speaker's point of view and attitude
- following a lively conversation between native speakers

**In written comprehension, the learner must be able to:**

- read articles and reports on contemporary issues
- understand articles specialized in his / her field
- read correspondence current in his / her field
- understand long and complex instructions
- understand a contemporary literary text in prose

**In oral production, the learner must be able to:**

- develop and justify ideas with relevant subpoints and examples/highlight important points and relevant details
- make a clear and detailed statement
- develop an argument: expand and confirm your views with relevant sub-points and examples / chain arguments with logic / highlight significant points
- explaining a point of view on a problem: giving the advantages and disadvantages of various options / making arguments for or against a point of view

**In written production, the learner must be able to:**

- write clear and detailed texts
- write elaborate descriptions of real or imaginary events and experiences
- write a review of a film, book, play
- write an essay: develop an argument, provide justifications for or against a point of view explain the advantages and disadvantages of different options

COMMUNICATION OBJECTIVES AND LANGUAGE SKILLS TO BE ACQUIRED		
Communication objectives	Linguistic knowledge	Linguistic knowledge
<ul style="list-style-type: none"> <li>- Describe a phenomenon, a fact</li> <li>- Describe an abstract thought</li> <li>- Tell past events</li> <li>- Argue:               <ul style="list-style-type: none"> <li>- justify a personal point of view</li> <li>- present, comment, analyze</li> <li>- insist, emphasize</li> <li>- mark an opposition</li> <li>- make a concession</li> <li>- give advantages and disadvantages</li> <li>- demonstrate, support, clarify, qualify</li> </ul> </li> <li>- Make assumptions</li> <li>- Express probability</li> <li>- Present the opinions of others</li> <li>- Reformulate, summarize</li> <li>- Engage, continue, end the conversation</li> <li>- Say we understand</li> <li>- Ask for specifications</li> </ul>	<ul style="list-style-type: none"> <li>- The tenses of the past (resumed)</li> <li>- The simple past / passé surcomposé</li> <li>- The present and past subjunctive</li> <li>- Subjunctive / indicative</li> <li>- Subjunctive / infinitive</li> <li>- The future perfect</li> <li>- Values of time</li> <li>- The present participle</li> <li>- Impersonal forms (il est certain.../ il est probable.../ il semble que...)</li> <li>- Nominalization</li> <li>- Pronouns Y and EN (indirect complements) and prepositions verbs</li> <li>- Compound relative pronouns</li> <li>- Logical articulators: hypothesis, opposition, condition, purpose, concession</li> <li>- The emphasis (c'est... pour laquelle)</li> <li>- The concordance of the tenses: simultaneity, posteriority, anticipation</li> <li>- The restriction and the complex negation (resumed)</li> </ul>	Social facts: <ul style="list-style-type: none"> <li>- Politics</li> <li>- Religion</li> <li>- Education</li> <li>- Ecology</li> <li>- Culture</li> <li>- Law</li> <li>- Justice</li> <li>- Economy</li> <li>- Health</li> <li>- History</li> <li>- The world of work</li> </ul>