

FRENCH CERTIFICATION PROGRAMME

This programme is for anyone who wants to learn French as it covers different levels based on the Common European Framework of Reference for Languages (CEFR); beginners to advanced ((levels from A1 to C2).

This second stage is levels B1 and B2; the intermediate level.

At the start of the programme, learners are expected to take a placement test so that their level will be determined and also take an exam at the end in order to be issued a certificate

A. INTERMEDIATE I (B1)

At this level, the learner is becoming an independent speaker of French.

Level B1, which is sometimes referred to as ‘Threshold’ or ‘Breakthrough’ stage, is the point at which a French speaker moves away from the most simplistic language usage and is able to cope with most of the situations that they are likely to encounter when travelling around a French-speaking country.

In particular, a student at B1 level should be able to understand the key points from authentic speech, connect written phrases into simple text and start to communicate more complicated ideas. For example, they should be possible to describe events, experiences, expectations, ambitions and hopes, while also giving their own opinion.

OBJECTIVES

- Use the language being learned as a means of communication and personal expression, both in the classroom and in a wide range of face-to-face and virtual situations and on both concrete and abstract topics, including cultural ones.
- Understand, interact and express themselves in these situations, orally and in writing, in an appropriate, reasonably flexible, precise and correct manner.
- Describe the sociocultural aspects related to usual situations, as well as those related to one's own environment and use the appropriate social formulas, gestures, register and treatment in these situations
- Internalize the appropriate and necessary linguistic resources for the planned communicative activities, through functional and formal practice.
- Encourage and diversify the use of strategies that streamline communication and facilitate learning.
- Manage tools to evaluate and improve one's own learning and use of the language

Pertaining to what a student should know regarding 4 skills outlined by the CEFR: Reading, Writing, Listening and Speaking.

I. Reading Comprehension

- Read simple factual texts on topics with a satisfactory level of comprehension.

- Understand the description of facts, feelings and wishes in personal letters well enough to correspond regularly with a foreign friend.
- Find and understand relevant information in everyday written material, such as letters, catalogs, and short official documents.
- Recognize significant ideas from simple newspaper articles that deal with everyday issues.
- Identify the main conclusions in clearly argumentative texts. Recognize the line of argument in the treatment of the issue presented, though not necessarily in full detail.
- Understand simple, clearly written instructions related to an appliance.
- Understand many films where visuals and action drive much of the storyline and are articulated clearly and with a simple level of language.
- Capture the main ideas of television programs dealing with everyday topics when they are articulated relatively slowly and clearly

II. Written Expression

- Write simple and detailed descriptions of a range of everyday topics.
- Write a description of a specific event, a recent trip, real or imagined, and narrate a story.
- Write very brief reports in conventional format with information about common events and the reasons for certain actions.
- Write short and simple essays on topics of interest.
- Can summarize, communicate and offer their opinion with a certain degree of confidence on concrete facts related to everyday matters, whether usual or not, in their field of expertise.

III. Oral Comprehension (Listening)

- Understand concrete every day or work-related information and identify both the general message and specific details as long as the speech is clearly articulated and with a normal accent.
- Understand the main ideas of clear, standard speech on everyday topics related to work, school or leisure time, including short narratives.
- Generally, follow the main ideas of a long discussion going on around them, provided that the discourse is clearly articulated at a standard language level.
- Understand simple technical information, such as operating instructions for frequently used appliances, as well as follow detailed instructions.
- Understand the main ideas of radio news and other simpler recorded material dealing with everyday topics delivered relatively slowly and clearly.
- Understand the information content of most recorded or broadcast material related to topics of personal interest with clear standard pronunciation.

IV. Oral Expression (Speaking)

- Carry out, with a reasonable degree of fluency, a simple description of a variety of topics and presenting clearly.
- Give simple descriptions on a variety of common topics.
- Make detailed accounts of experiences describing feelings and reactions.

- Report the details of unpredictable events, such as an accident.
- Relate book or movie plots.
- Describe dreams, hopes and ambitions.
- Describe real or imagined events. Tell stories.
- Provide brief rationales and explanations for opinions, plans and actions.
- Develop arguments well enough so that they can be understood without difficulty most of the time.
- Deliver a brief, prepared presentation on a topic with sufficient clarity to be followed without difficulty most of the time and whose main ideas are explained with reasonable accuracy. Can also answer supplemental questions, but may have to ask for repetition if spoken quickly.

	Topics	Aim/task to do	Vocabulary
1	My daily routine <ul style="list-style-type: none"> • Daily Activities • Student Life • At Work 	<ul style="list-style-type: none"> - Talking about one's passion - Presenting one's career and professional life - Presenting one's personal life - Describe actions that are happening at that very moment 	<ul style="list-style-type: none"> - hobbies - going out - shopping - transport - time - school - objects found in a classroom/at work
2	Describing People <ul style="list-style-type: none"> - Physical appearance - Personality and Behavior - Emotions - Personal Relationships 	<ul style="list-style-type: none"> - Describe professions - Make comparisons 	<ul style="list-style-type: none"> - Parts of the body, complexion, physical traits + character traits - Ask and express feelings towards others - Express opinions and beliefs - Emotions: happiness, sadness, disappointment, worries, fear, regret, surprise, curiosity, indifference
3	Let's Eat! <ul style="list-style-type: none"> - At the Supermarket. Food and Drinks - Food Culinary Adjectives - Restaurants and Cuisine 	<ul style="list-style-type: none"> - Address someone using polite formulas appropriate to the context - Ask for and give information about food - Express a complaint or claim - Evaluate services - Ask for and offer objects, help and services - Ask for things urgently but with courtesy - Offer something to others 	<ul style="list-style-type: none"> - Food / Fast food/ vegetarian - Recipe - Menu - Items in a supermarket /restaurant - Different cuisines around the world - appetizers, main course, side dish, dessert - Paying bills -
4	Around the World	<ul style="list-style-type: none"> - Talk about future events/Planning a trip - Ask for and give information about vacation spots - Modes of transport and traffic - Giving advice on safety 	<ul style="list-style-type: none"> - Ways of Travelling and Methods of Transportation - Plane, train, bus, etc. - Accommodation - Going on Vacation. Tourism

		<ul style="list-style-type: none"> - Understanding and writing reviews on tourist sites - Plan an activity - Suggest activities, accept/reject and react to suggestions 	<ul style="list-style-type: none"> - Countries in the world - city, town, country side - nature + environment - Ask for and give directions - Learn meteorological terms
5	Events	<ul style="list-style-type: none"> - Retelling a personal story and discussing the chronology of events - Summarize important data from the past - Connect actions in the present, past and future 	<ul style="list-style-type: none"> - Explain the causes, purposes and consequences
6	Health and Medicine	<ul style="list-style-type: none"> - Ask about and express health conditions, symptoms and physical sensations - Ask questions and express improvements or worsening of health - React to information with expressions of interest, surprise, disbelief, joy and sorrow - Share feelings, reassure, encourage, express condolences - Make an appointment - Prevent and warn - Advise someone to do something 	<ul style="list-style-type: none"> - booking an appointment - meeting a doctor - viral vs bacterial infection - pharmacist - going for a test, scan, operation, etc. - Hospitalised, discharged - health car insurance - dentist, ophthalmologist, oncologist, urologist, etc
7	Media	<ul style="list-style-type: none"> - Summarise information - React to information or a story with expressions of interest, surprise, disbelief, joy and sorrow - Express opinions and preferences 	<ul style="list-style-type: none"> - TV programmes - newspapers (dailies, weekly, monthly, etc) - Internet - Radio - Social media
8	Current affairs	<ul style="list-style-type: none"> - Choose current affairs topics for presentation 	<ul style="list-style-type: none"> - Climate change, agriculture, elections - SDGs
9	ASSESSMENT /EXAM		

Table 3: This Syllabus contains an overview of what a student is expected to know at the B1 level.

Based on the DELF B1 Syllabus, here's a list of DELF B1 Grammar Topics that you are expected to know.

	Les verbes	Les details
1	Les temps du passé	Passé composé ou Imparfait Accord du participe passé avec le sujet (auxiliaire être) Accord du participe passé avec le COD (auxiliaire avoir) Le Plus que Parfait
2	Le future	Le futur simple (projets d'avenir) Le futur proche (futur plus ou moins lointain)
3	Le conditionnel présent	Le souhait (j'aimerais, je voudrais, Ça me ferait plaisir de) / Le désir / Le conseil/L'hypothèse (faits imaginaires)
4	Le discours rapporté	Au présent et au passé

5	La concordance des temps	
6	Le subjonctif	La possibilité, l'obligation Verbes de sentiments + verbes d'opinions
7	Le passif	La description d'une action 'On'
8	L'expression de l'hypothèse	L'hypothèse certaine : Si + Présent / futur L'hypothèse incertaine : Si + Imparfait / Conditionnel présent Le regret : Si + Plus que parfait / Conditionnel passé Le regret : Si + Plus que parfait / Conditionnel présent
9	Les pronoms	Les doubles pronoms Les pronoms relatifs simples : qui, que, dont, où Les pronoms possessifs Les pronoms démonstratifs
10	Les tournures interpersonnelles simples	Il est interdit de, Il est utile de, Il est important de...etc.
	La localisation temporelle	L'expression de la durée (pendant / depuis) L'expression du moment (dans / il y a) Les adverbes de temps : expression du futur et du passé
11	La localisation spatiale	Les prépositions et les adverbes de lieu
12	Les adverbes de manière - en ~ment	
13	La comparaison	Le superlatif de l'adjectif Le superlatif de l'adverbe (le mieux, le meilleur)
14	La négation	Ne...que, ne...plus, ne...jamais, etc.
15	Les articulateurs chronologiques du discours	D'abord, ensuite, enfin, premièrement, deuxièmement...etc.
16	Les connecteurs logiques	Cause : donc, puisque Conséquence : comme, alors Opposition : pourtant, alors que

Table 4: This Syllabus contains an overview of what a student is expected to know as grammar topics at the B1 level.

B. UPPER INTERMEDIATE II (B2)

Level B2 is the Independent User Level.

GENERAL OBJECTIVES

- Understand, interact and express yourself in a extensive range of situations, both orally and written, with good control of linguistic resources and with a degree of precision and ease that allows for natural communication with native speakers.
- Acquire deeper knowledge of sociocultural aspects related to these situations and alter your register, attitudes and gestures appropriately in each situation.
- Internalize new linguistic resources through functional and formal practice and to reinforce the use of those already known; to reflect on mistakes in order to be able to correct yourself.
- Become aware of the communication and learning strategies that help you the most, so that you can use them intentionally.
- Develop autonomy in the planning, carrying out, evaluation and improvement of your own learning.

Pertaining to what a student should know regarding 4 skills outlined by the CEFRL: Reading, Writing, Listening and Speaking.

I. Reading comprehension

- Read articles and reports on contemporary issues in which the authors adopt a particular attitude or viewpoint.
- Understand a contemporary literary prose text.

II. Written expression

- Write clear, detailed text on a wide range of topics related to my interests.
- Write an essay or report, conveying information or giving reasons for or against a given opinion.
- Write letters highlighting events and experiences.

III. Oral Comprehension

- Understand the main ideas of a linguistically complex speech, dealing with both concrete and abstract topics delivered at a standard language level, including technical discussions.
- Understand any type of speech, both face-to-face conversations and broadcast speeches, on topics, usual or not, of personal, social, academic or professional life.
- Follow lively conversations between native speakers
- Understand the main ideas of lectures, talks and reports, and other forms of academic and professional presentation.
- Understand statements and messages on concrete and abstract topics
- Understand most radio documentaries and other recorded or rebroadcast material spoken in standard language, and identify the speaker's mood and tone.

- Understand recordings in standard language that may be encountered in social, professional or academic life, and identify the speaker's points of view and attitudes, as well as the content of the information.

IV. Oral Expression

- Participate in conversations with a degree of fluency and spontaneity that enables regular interaction with native speakers without strain for either party.
- Speak fluently, accurately and effectively on a wide range of general, academic, professional or leisure topics, clearly marking the relationship between ideas.
- Communicates spontaneously and has good grammatical control
- Understand in detail what is said in standard language, even in an environment with background noise
- Have conversations with native speakers without unintentionally amusing or annoying them, and without demanding different behaviour from them than they would have with a native speaker

	Topics	Aim / Things to do
1	Shopping Places Fashion and Clothes In the Shop Means of Payment	- Express a complaint or claim - Value places and services - Express interest in products and prices - Make comparisons
2	Current Affairs	- Do presentations on any current affair issues - Others should give their opinions - Explain the causes, purposes and consequences
3	At Home - Family Life - What is Your Home Like? - Furniture and Decoration - Household Chores	- Indicate possession - Describe objects and furniture in the house - Express where and when something happens
4	The Digital Era -Technology and Computers -Internet Has Changed Our Lives - Are You Connected?	- Advise, recommend, encourage and persuade someone to do something - Summarize information - Value ideas, facts, people and places - Plan an activity - Talk about future events
5	Life in the City - My City - Buildings and Stores - People and Activities	- Express and contrast opinions - Ask for and offer objects, help and services - Ask for and give information about spots in the city - Ask for and give directions - Explain that all or part of what is said is not being understood, or ask if it has been understood
6	Culture and tradition - Breaking Stereotypes - Festivals and Celebrations	- React to information or a story with expressions of interest, surprise, disbelief, joy and sorrow

	- Traditions and Customs	- Congratulating, expressing good wishes, inviting, accepting and declining an invitation, toasting, welcoming, thanking, sharing feelings in certain events and reacting in those situations - Ask for and give information about places, objects and customs - Assess, evaluate and justify ideas and facts - Activate knowledge and interests - Exchange information on dates and data - Propose, organize and arrange appointments - Make deductions
7	Global Issues	- Describe actions that are happening at that very moment around the world - Make comparisons - Ask and express obligation and the necessity to do something (and their opposites)
8	The job hunt	- writing a CV, a cover letter - writing professional emails - preparing for an interview
9	EXAM / ASSESSMENT	

Table 5: This Syllabus contains an overview of what a student is expected to know at the B2 level.

Here's a list of DELF B2 Grammar Topics that you are expected to know.

1. Une variété de mots de liaison pour marquer les liens entre les idées de manière efficace
2. Des articulateurs logiques : expression de l'hypothèse, de l'opposition, de la condition, du but, de la concession
3. Des verbes + subjonctif ou indicatif (je crois qu'il viendra, je ne crois pas qu'il vienne)
4. Des verbes + subjonctif ou infinitif (il travaille pour réussir, il travaille pour que ses enfants puissent étudier)
5. La conjonction + subjonctif ou indicatif (de sorte qu'il puisse venir, de sorte qu'il viendra)
6. La conjonction + subjonctif ou infinitif (afin qu'il soit content, afin de venir)
7. Les formes impersonnelles qui expriment différents degrés de certitude (il est certain que, il est probable que, il semble que, etc.)
8. Des verbes accompagnés de leur préposition (penser à, croire à / en, rêver de, décider de, agir sur, etc.)
9. Des adjectifs accompagnés de prépositions (être heureux de, prêt à, confiant en, remarquable par, etc.)

10. Des noms accompagnés de la préposition “de” + infinitif (avoir le courage de, la joie de, etc.)
11. Des pronoms relatifs complexes (auquel, parmi lesquels, etc.)
12. La mise en relief (c’est...qui, c’est...pour laquelle, etc.)
13. Le passé simple
14. Le passé surcomposé (il a eu terminé)
15. Le futur antérieur
16. L’infinitif passé (avoir terminé)
17. La bonne utilisation de la concordance des temps
18. Le participe présent : forme composée pour marquer
19. L’antériorité (ayant terminé son travail, il est parti)
20. Le subjonctif passé
21. Le conditionnel présent et passé : doute, incertitude
22. La modalisation : nuances pour exprimer l’hypothèse, le doute (il est possible que, il est probable que), l’apparence, l’éventualité, l’obligation (il faudrait, tu devrais)
23. La nominalisation

USEFUL LINKS

- <https://www.frenchfaster.com/delf-b1-syllabus>
- <https://languageatlas.com/curriculum/french-b1-curriculum/>
- <http://web.alliance-francaise.ie/Curriculum.pdf>
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