

**BEGINNER LEVEL – CFR GLOBAL SCALE**  
**DEL F A1 Syllabus or similar French as a foreign language Exam (TEF, TCF)**

<p><b>A1.1 Listening</b></p> <ul style="list-style-type: none"> <li>• Can recognize his/her name when it is spoken by another person.</li> <li>• Can understand basic greetings, farewells, and common expressions of politeness (e.g. hello, goodbye, sorry).</li> <li>• Can recognize and understand the words for people around them (e.g. teacher, mother, brother, doctor).</li> <li>• Can often recognize spoken words similar to the languages with which they are familiar (e.g. international, vacation, accident, work).</li> <li>• Can understand simple questions which directly concern them such as their name and their address.</li> <li>• Can understand simple instructions, such as “Stand up, please”, “Come here”, or “Close the door, please” when expressed slowly and clearly, possibly with accompanying gestures and pictures.</li> <li>• Can understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.</li> <li>• Can understand simple information about an object (for example the size and colour of a backpack, who it belongs to and where it is) if the speaker speaks slowly and clearly, possibly with accompanying gestures.</li> <li>• Can recognize words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</li> <li>• Can identify the sound of most letters heard in context.</li> <li>• Can identify the names of common colours when heard.</li> </ul>	<p><b>A1.2 Listening</b></p> <ul style="list-style-type: none"> <li>• Can understand what is being said provided people speak slowly and carefully and there are significant pauses.</li> <li>• Can understand numbers, prices, times, and other pieces of short information if given slowly and clearly.</li> <li>• Can understand and follow basic instructions from peers (e.g., for catching a bus, for playing a basketball game in the gym).</li> <li>• Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g. on the second floor, near the bus stop, third door on the left, etc.).</li> <li>• Can understand some words and expressions when others are talking about themselves, their family, or their classroom provided the speech is clear and slow.</li> <li>• Can understand what is being said about the colour, size, and ownership of computers, cell phones, houses, etc. if information is spoken clearly and slowly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand the most important information in a straightforward talk provided something is already known about the subject and that the talk is accompanied by pictures or drawings.</li> <li>✓ Can understand most of a story when it is read slowly and clearly and is accompanied by pictures or drawings.</li> <li>✓ Can understand simple calculations using ‘plus’, ‘minus’, and ‘times’.</li> <li>✓ Can recognize numbers and shapes when heard as well as some mathematical terms.</li> <li>✓ Can recognize isolated vocabulary and terms from specific subject areas.</li> <li>✓ Can recognize the names of some sports and the accompanying equipment.</li> <li>✓ Can listen to instructions for games and follow teacher’s or students’ modeling of the activity.</li> </ul>
<p><b>A1.1 Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Can provide his/her name and ask others for theirs.</li> <li>• Can point to an object and ask what it is.</li> <li>• Can express a lack of understanding.</li> <li>• Can use basic expressions of greeting, farewell, and politeness (e.g. hello, goodbye, please and thank you).</li> <li>• Can understand and respond in a predictable pattern to simple questions about familiar things (e.g. name, age, and birthplace) if the other person speaks slowly and clearly.</li> <li>• Can ask for something (in a store for example) when pointing or gesturing supports the request.</li> <li>• Can make an appointment with someone (for example the doctor’s office)</li> <li>• Can talk about vacation and past experiences using basic expressions</li> <li>• Can talk about future plans using basic expressions</li> <li>• Can use basic expressions to talk about the weather</li> </ul>	<p><b>A1.2 Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</li> <li>• Can answer simple questions using individual words, expressions, or short sentences.</li> <li>• Can ask the location of a familiar object. Can also answer this type of question if asked clearly.</li> <li>• Can make simple needs understood (e.g. ask for the loan of a pencil or other classroom material). Students are also able to offer these items to others.</li> <li>• Can express how they are feeling and also inquire as to how others feel.</li> <li>• Can express the size and name the colour of familiar objects. Can also ask others about these qualities.</li> <li>• Can meet and take leave of people using appropriate expressions.</li> <li>• Can make introductions of self and others.</li> <li>• Can communicate the day, date, and time as well as ask about those matters.</li> <li>☒ Can indicate a lack of comprehension.</li> <li>☒ Can ask for assistance with vocabulary and clarification of task.</li> <li>☒ Can use learned phrases, questions, and responses.</li> </ul>

<p><b>A1.1 Spoken Production</b></p>	<p><b>A1.2 Spoken Production</b></p>
<ul style="list-style-type: none"> <li>• Can express how they are feeling using simple, standard expressions.</li> <li>•</li> <li>• Can name some common objects in familiar environments (e.g. items in the house and commonplace food items).</li> <li>• Can express basic personal information such as name, age, address, and country of origin.</li> <li>• Can use a very limited number of grammatical constructions (e.g. "My name is...").</li> </ul>	<ul style="list-style-type: none"> <li>• Can introduce themselves very briefly, for example stating name, where they are from, and what school they attend.</li> <li>• Can provide basic information about familiar things (e.g. favourite subjects; description of their home or classroom; number, ages, and occupations of family members).</li> <li>• Can identify the main body parts.</li> <li>• Can express preferences.</li> <li>• Can briefly talk about weekend or holiday plans.</li> </ul> <p>☑ Can name some subject specific vocabulary terms.</p> <p>☑ Can express likes/dislikes about a familiar topic.</p>
<p><b>A1.1 Reading</b></p>	<p><b>A1.2 Reading</b></p>
<ul style="list-style-type: none"> <li>• Can understand brief, simple instructions if encountered previously in the same or similar form.</li> <li>• Can recognize some words and straightforward sentences in simple texts if seen previously.</li> <li>• Can recognize the main information (e.g. date, price, time) on posters, brochures, signs, and invitations.</li> <li>• Can recognize some expressions and straightforward sentences in simple texts if allowed to use a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand words and expressions on signs when everyday language is used (e.g. 'Open/Closed', 'Exit').</li> <li>• Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.</li> <li>• Can recognize important information on basic promotional material (e.g. price, date, and time on posters).</li> <li>• Can recognize short messages and greetings (e.g. "back in an hour"; "happy birthday").</li> </ul> <p>☑ Can slowly read simple, short text sentence by sentence and pick out the main information.</p> <p>☑ Can recognize previously encountered parts of words, prefixes, and suffixes.</p> <p>☑ Can identify vocabulary related to the topic.</p> <p>☑ Can connect labels on diagrams with appropriate pieces of science equipment.</p> <p>☑ Can identify key words (e.g. names of people and places) in text.</p> <p>☑ Can access main ideas of text when accompanied by illustrations.</p> <p>☑ Can read familiar names of sports, games, and players.</p>
<p><b>A1.1 Writing</b></p>	<p><b>A1.2 Writing</b></p>
<ul style="list-style-type: none"> <li>• Can copy or write own name.</li> <li>• Can write simple words and very simple sentences with assistance like a dictionary or textbook.</li> <li>• Can copy or write labels on familiar objects in a picture or diagram (e.g. boy, girl, chair, house, etc.).</li> <li>• Can write straightforward information about themselves in short sentences or provide that information on a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write very simple informal messages (e.g. a text message or a note to tell someone when and where to meet).</li> <li>• Can write brief messages like post cards and birthday greetings.</li> <li>• Can write simple information about themselves (e.g. name, age, address, and hobbies).</li> <li>• Can write simple descriptions of everyday objects (e.g. colour and size of a car; a brief description of their home).</li> <li>• Can fill in a questionnaire with personal details.</li> </ul> <p>☑ Can complete gapped sentences using a word list of familiar words.</p> <p>☑ Can label charts, equipment, and diagrams.</p>
<p><b>A1. Grammar Focus</b></p>	<p><b>A1. Vocabulary Focus</b></p>
<p>Articles defined, indefinite, etc</p> <ul style="list-style-type: none"> <li>• The interrogation, negation</li> <li>• The gender of nouns, adjectives</li> <li>• Possessive and demonstrative adjectives,</li> <li>• Some prepositions, The reflexive verbs</li> <li>• The present, the past tense, the near future, imperative, future, imperfect</li> <li>• pronouns COD (the, they) and COI (him, her), pronouns (I, you, he, she, we, they, them)</li> <li>• The comparison</li> </ul>	<p>Numbers, nationalities, occupations, family, daily activities, colours, clothing, furniture, personal things, types of building, places, where places are located, stores, transportation, food, celebrations, housing, vacation, the media, weather</p>

