

**ELEMENTARY LEVEL – CFR GLOBAL SCALE**  
**DEL F A2 Syllabus or similar French as a foreign language Exam (TEF, TCF)**

A2.1 Listening	A2.2 Listening
<ul style="list-style-type: none"> <li>• Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic.</li> <li>• Can understand the main points in simple, clear, and short audio announcements and messages.</li> <li>• Can understand short, clear and simple instructions and explanations when delivered slowly.</li> <li>• Can understand others’ expression of feelings (e.g. whether they are indicating they are happy/sad; well/ill; etc.).</li> <li>• Can extract important information from audio texts (e.g. concert announcements, sports scores, weather forecasts, etc.) provided the message is delivered clearly.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand the important points of a story or account if it is told slowly and clearly.</li> <li>✓ Can understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams provided there was some previous familiarity with the topic.</li> <li>✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</li> <li>✓ Can understand phrases and high frequency vocabulary related to areas of personal relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generally comprehend the gist of overheard conversations.</li> <li>• Can generally identify changes of topic in conversation.</li> <li>• Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g. an announcement of a bus delay, an intercom announcement at school, a news bulletin, etc.).</li> <li>• Can understand an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</li> <li>• Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g. how to use different types of equipment).</li> <li>✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g. another student’s report on a classroom project, an interview with a person of a similar age exploring common interests).</li> <li>✓ Can listen to other students’ contributions in class, and use these responses as models for their own.</li> <li>✓ Can get the main idea of a short text when read aloud clearly and slowly.</li> <li>✓ Can get the main idea of audio-visual or other media presentations on familiar topics.</li> <li>✓ Can follow verbal instructions (e.g. for playing a game, for using a cash dispenser, for completing a science procedure, for constructing a time line, etc.) if the instructions are spoken clearly and slowly.</li> <li>✓ Can follow text in a book when it is being read aloud slowly and clearly.</li> </ul>
A2.1 Spoken Interaction	A2.2 Spoken Interaction
<ul style="list-style-type: none"> <li>• Can express common greetings such as, “happy birthday”, “happy new year”.</li> <li>• Can express common feelings (e.g. I am cold; I am hungry, I am thirsty, etc.).</li> <li>• Can participate in a short telephone conversation with some preparation in advance.</li> <li>• Can ask straightforward questions in familiar situations (e.g. asking the location and price of an item, asking for directions, asking for the time, etc.) and understand the responses.</li> <li>• Offer others different things to eat or drink.</li> <li>• Can exchange information about everyday matters using simple vocabulary (e.g. weekend activities, hobbies and other interest, shopping, etc.).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask for assistance in understanding textbook problems.</li> <li>☒ Can ask for clarification of unknown words and terms.</li> <li>✓ Can ask how to express something in another language (e.g. “How do you say ‘kilómetro’ in English?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for a word to be spelled out and can spell out names or words themselves.</li> <li>• Can ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</li> <li>• Can ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</li> <li>• Can take part in simple social interactions asking people what they do at work/school and what they do in their spare time and can reply to these sorts of questions when asked.</li> <li>• Can ask for information (e.g. how to get to a location) as well as offer similar, simple explanations to others.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can ask other students to confirm solutions to problems.</li> <li>☒ Can ask for assistance (e.g. understanding textbook problems, asking for clarification of vocabulary, terminology, rules etc.).</li> </ul>

<p><b>A2.1 Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Can indicate personal strengths and weaknesses.</li> <li>• Can describe their home, how to get there and the length of time spent in travelling there.</li> <li>• Can describe basic aspects of their day by day life such as favourite foods and daily activities.</li> <li>• Can talk briefly about familiar topics such as weekend or holiday plans.</li> </ul> <p>✓ Can talk about a familiar topic in a short presentation, prepared in advance, but not read.</p>	<p><b>A2.2 Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Can describe, using simple words, a daily event at home or school.</li> <li>• Can describe, using simple words, their opinion of a situation or event.</li> <li>• Can provide a simple description of a common object (e.g. describe the appearance and behaviour of an animal with which they are familiar).</li> <li>• Can express what they like and/or dislike about something with which they are familiar (e.g. a song, a book, a particular place, etc.). Can provide some brief indication of reasons for their opinions.</li> <li>• Can provide a short, simple account of something experienced (e.g. a class trip, a party, a shopping outing).</li> <li>• Can provide some information concerning their culture's celebrations and special events.</li> </ul> <p>✓ Can produce a summary of a short story expressed in a simple sequence of events.</p> <p>✓ Can say most numbers (including years) without hesitation.</p> <p>✓ Can describe simple mathematical or scientific processes (e.g. "Then add the two numbers together and divide by four." "Fill the beaker with water.").</p> <p>✓ Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</p>
<p><b>A2.1 Reading</b></p> <ul style="list-style-type: none"> <li>• Can understand most of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</li> <li>• Can locate important information in simple text (e.g. dates and times on posters; 'keep to the right' or 'no parking' signs; people's ages and places of residence) in newspaper or magazine articles.</li> <li>• Can understand the gist of short articles and ads in magazines (print and/or electronic) provided the subjects are familiar.</li> </ul> <p>✓ Can understand most of what occurs in a well-structured short story and can identify the story's main characters.</p> <p>✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages.</p> <p>✓ Can recognize some key terminology from subject areas (e.g. labels on science equipment and the legend on maps).</p> <p>✓ Can follow a set of clear-cut instructions (e.g. a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated.</p>	<p><b>A2.2 Reading</b></p> <ul style="list-style-type: none"> <li>• Can distinguish and understand the important information in everyday visual text (e.g. the weather forecast, advertising material, local brochures, and school newsletters).</li> <li>• Can follow instructions for using everyday equipment (e.g. cash dispensers, vending machines, ticket dispensers).</li> <li>• Can understand short instructions illustrated by step by step visuals (e.g. cooking instructions on food packages; instructions for mobile phone use, and simple science experiments).</li> <li>• Can use everyday reference materials like catalogues or the yellow pages.</li> <li>• Can understand the main information in short articles and reports (e.g. discussions on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects.</li> <li>• Can understand the main points in a straightforward personal communication if the topic is familiar.</li> </ul> <p>✓ Can read patterned and predictable texts.</p> <p>☒ Can extract important information, especially relating to facts, from textbooks and other text.</p> <p>☒ Can understand information set out in mathematical language. (Will still need assistance with decoding of problems written in everyday language).</p> <p>☒ Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases.</p> <p>☒ Can read, using a bilingual dictionary, short narratives with some illustrations as support.</p> <p>☒ Can read short text segments to find main ideas and a few details.</p> <p>☒ Can identify relevant section of textbook or other information source.</p>

A2.1 Writing	A2.2 Writing
<ul style="list-style-type: none"> <li>• Can write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.</li> <li>• Can write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation, or confirm/cancel/change an invitation.</li> <li>• Can write short sentences expressing wants and preferences.</li> <li>• Can write, with the help of illustrations, an explanation of where they live and how to get there.</li> <li>• Can use simple sentences and expressions to describe such things as their surroundings, their daily activities and the people around them.</li> <li>• Can prepare simple reminders or notes for personal use (e.g. diary, journal, homework book, etc.).</li> </ul> <p>☑ Can write an introduction or conclusion to a story with the help of a dictionary.</p> <p>☑ Can copy dates and facts from short, simple text.</p> <p>☑ Can label charts, diagrams, and maps.</p>	<ul style="list-style-type: none"> <li>• Can provide information on everyday issues (e.g. will be late for school, will attend an event, is ill, etc.).</li> <li>• Can provide descriptions of common objects or familiar places using short, simple sentences.</li> <li>• Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g. a hobby, a party, a celebration, an accident). Can include concrete details such as what, where, and when.</li> <li>• Can exchange useful information with friends in e-mails or short letters.</li> <li>• Can complete a questionnaire providing background information of personal skills, interests, and education.</li> </ul> <p>☑ Can tell a simple story (e.g. the best holiday ever or life in the future).</p> <p>☑ Can use simple grammatical structures accurately.</p> <p>☑ Can write straightforward text on topics familiar to them. Can link these accounts with transitional words such as 'and', 'but' and 'because'. Can use important connecting words to indicate chronological order (e.g. 'then', 'after', 'later', etc.).</p> <p>☑ Can write a summary sentence of a text's main points giving one or two details.</p> <p>☑ Can give personal reactions to a piece of age-appropriate literature.</p> <p>☑ Can use text as a stimulus to write short dialogue.</p> <p>☑ Can write simple phrases to describe an experiment when guided by a writing frame.</p> <p>☑ Can produce illustrations with short descriptions for a school or class project.</p> <p>☑ Can write about class work or lab work in a learning journal when guided by a writing frame.</p> <p>☑ Can devise a time line for a topic.</p> <p>☑ Can fill in missing facts, names, and subject specific terms in gapped texts.</p> <p>☑ Can write notes with the aid of a writing frame (e.g. word web or headings).</p> <p>☑ Can write down the key words during an oral presentation.</p>