

**INTERMEDIATE LEVEL – CFR GLOBAL SCALE**  
**DEL F B1 Syllabus or similar French as a foreign language Exam (TEF, TCF)**

<p><b>B1.1 Listening</b></p> <ul style="list-style-type: none"> <li>• Can understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</li> <li>• Can understand clear audio announcements (e.g. traffic reports, weather forecasts).</li> <li>• Can follow the main idea of audio text if the topic is familiar and the text can be replayed.</li> <li>• Can understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</li> <li>• Can understand the most important information in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand some colloquial expressions related to the classroom.</li> <li>✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by textbook illustrations and given an opportunity for clarification.</li> <li>✓ Can understand instructions, delivered clearly, and at a slow pace.</li> <li>✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</li> </ul>	<p><b>B1.2 Listening</b></p> <ul style="list-style-type: none"> <li>• Can understand the main point and the important details of audio recordings provided standard language is used and the topic is one of interest.</li> <li>• Can understand the main points in a relatively long conversation that is overheard.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand detailed oral instructions.</li> <li>✓ Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> <li>✓ Can understand teacher explanations of experiments, processes etc. when supported by visuals such as textbook illustrations.</li> <li>✓ Can understand clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</li> <li>✓ Can understand a short film on a familiar topic.</li> <li>✓ Can understand the main points of stories and other text read aloud in the classroom.</li> </ul>
<p><b>B1.1 Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Can participate in telephone conversations with a known audience.</li> <li>• Can explain to a teacher when and where they are experiencing difficulty.</li> <li>• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</li> <li>• Can express opinions on familiar subjects and ask for others' opinions.</li> <li>• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question.</li> <li>• Can repeat what has been said and convey this information to another.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can offer comments and otherwise contribute in a small group situation.</li> <li>✓ Can ask questions about mathematical or lab procedures.</li> <li>✓ Can contribute own understandings of science experiments.</li> <li>✓ Can ask questions to learn more.</li> </ul>	<p><b>B1.2 Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• Can indicate that something is causing a problem and also explain why.</li> <li>• Can ask spontaneous questions.</li> <li>• Can initiate a conversation and help to keep it going.</li> <li>• Can participate in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well.</li> <li>• Can repeat a summary of a conversation to another person.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can actively participate in group work, expressing opinions and making suggestions.</li> <li>✓ Can ask questions about mathematical or scientific procedures.</li> <li>✓ Can ask about language forms, vocabulary choices, and structures.</li> <li>✓ Can ask questions about text to extract further meaning.</li> </ul>

<p><b>B1.1 Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Can briefly explain and justify points of view, assumptions, and plans.</li> <li>• Can describe personal goals and intentions.</li> <li>• Can verbally indicate willingness to participate in activities.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can describe what is occurring in a film or book and indicate their personal opinion about it.</li> <li>✓ Can retell a simple story read /heard in class.</li> <li>✓ Offer an opinion of a short story, play, essay, or poem examined in class.</li> </ul>	<p><b>B1.2 Spoken Production</b></p> <ul style="list-style-type: none"> <li>• Can clearly explain how something is used (e.g. how to run a computer program, how to use art tools, how to maintain the class garden, etc.).</li> <li>• Can make announcements using simple words and phrasing (e.g. indicate to the rest of the class what is being served in the cafeteria at noon).</li> <li>• Can clearly express feelings and explain the reasons for them.</li> <li>• Can express an opinion on different topics associated with everyday life and common issues (e.g. give a short talk on the value of staying in school).</li> <li>• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self correction.</li> <li>• Can talk in some detail about similarities and differences between their current residence and their place of origin.</li> <li>• Can present an argument clearly enough to be understood most of the time.</li> <li>• Can use a fairly large number of words and expressions.</li> <li>• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g. how to look after a pet, how to bake a cake, how to repair a bicycle, etc.). Can respond to questions regarding these procedures.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can add to classroom conversations regarding the topic being studied in class.</li> <li>✓ Can offer an opinion about a piece of literature studied in class including personal reaction to it.</li> <li>✓ Can talk about solutions to math or science problems using everyday language.</li> </ul>
<p><b>B1.1 Reading</b></p> <ul style="list-style-type: none"> <li>• Can identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers provided there are a limited number of abbreviations.</li> <li>• Can examine a web site and determine its purpose.</li> <li>• Can pick out important information on the labels of food packages and medicines (e.g. expiration date, directions for use, and instructions for preparation).</li> <li>• Can understand clear, simple instructions with some visual support (e.g. science experiment procedures, school handbook, fire evacuation measures).</li> <li>• Can understand straightforward letters and messages.</li> <li>• Can understand factual text and simple reports on familiar topics (e.g. movie review, interviews, meeting agendas etc.).</li> </ul> <ul style="list-style-type: none"> <li>✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>✓ Can distinguish between factual and fictional text.</li> <li>☒ Can read charts and graphs with some understanding.</li> <li>☒ Can read textbook explanations and examples with aid of word list and/or dictionary support.</li> <li>☒ Can understand many subject specific words when encountered in text (e.g. cell, multicultural, life cycle, etc.).</li> <li>☒ Can use key words, diagrams, and illustrations to support reading comprehension</li> </ul>	<p><b>B1.2 Reading</b></p> <ul style="list-style-type: none"> <li>• Can scan through straightforward printed text (e.g. magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application.</li> </ul> <ul style="list-style-type: none"> <li>✓ Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.</li> <li>✓ Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view.</li> <li>✓ Can read textbook explanations and examples with the support of a word list and/or dictionary.</li> <li>✓ Can understand most subject specific words.</li> <li>✓ Can understand most words in narrative and expository text and extract the key ideas from those texts.</li> <li>✓ Can read and follow directions for experiments and procedures.</li> <li>✓ Can distinguish between different text purposes (to inform, to entertain, to argue a point, etc.).</li> <li>✓ Can read short media reports on familiar sports and events.</li> </ul>

<b>B1.1 Writing</b>	<b>B1.2 Writing</b>
<ul style="list-style-type: none"> <li>• Can describe everyday places, objects or events (e.g. the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.</li> <li>• Can describe an event using simple, coherent, and well-written sentences.</li> </ul> <p>☑ Can write a report on an important personal experience (e.g. moving to a new home, getting a driver’s licence, joining a sports team).</p> <p>☑ Can write simple, short descriptions of personal experiences without using an aid such as a dictionary.</p> <p>☑ Can spell and show basic punctuation accurately enough to be followed most of the time.</p> <p>☑ Can express what has been learned, how it has been learned, and learning goals for the future.</p> <p>☑ Can summarize simple text dealing with familiar subjects.</p> <p>☑ Can work through examples from a science or mathematics textbook.</p> <p>☑ Can use a writing frame to write short, simple descriptions or explanations.</p>	<ul style="list-style-type: none"> <li>• Can list the advantages and disadvantages of things which are of personal concern (e.g. rules of conduct at school or at home, purchasing an item, future goals).</li> <li>• Can reply in writing to an advertisement and ask for more information.</li> <li>• Can describe objects of interest (e.g. a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.</li> </ul> <p>☑ Can express in writing their personal opinions and give detailed accounts of feelings and experiences.</p> <p>☑ Can draft a text on topical subjects of interest and highlight what is particularly important.</p> <p>☑ Can take notes (or make other types of representations) when listening.</p> <p>☑ Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.</p> <p>☑ Can write an account of an event in history using the first person narrative.</p> <p>☑ Can write a short description of a number of possible topics (e.g. a region, a product, a character, or an event).</p> <p>☑ Can write brief descriptions of an experiment or procedure.</p> <p>☑ Can write about reactions to class work and experiments in a learning journal.</p> <p>☑ Can write a short summary of a piece of literature, expository text, or audio visual production.</p> <p>☑ Can write short descriptive, narrative, or expository text.</p>