

LISTENING COMPREHENSION

LISTENING:

<i>I can :</i>	Before the course	After module 1	After module 2	After module 3
A1				
<ul style="list-style-type: none"> ● understand greetings; ● recognize clear and simple instructions; ● understand when asked my name and address; ● understand when I am thanked; ● understand when someone excuses himself; ● understand that a question is being asked; ● recognize words and sentences that I have learned. 				
A2				
<ul style="list-style-type: none"> ● identify when someone is giving me a command, advice, or forbidding me to do something even when I do not understand everything that is said; ● understand introductions ; ● understand when I am asked the time and date; ● understand when I am asked to do something; ● understand when I am invited somewhere; ● understand when I am asked for directions; ● understand the description of an object or person; ● understand when someone spells out their name; ● understand a message given over the telephone; ● understand when someone tells me his likes and dislikes; ● understand the gist of a discussion about a general topic. 				
B1				
<ul style="list-style-type: none"> ● understand everything when being given directions; ● understand the main points of a two-minute, or less, talk on a known topic; ● understand the order of events described in a basic talk; ● link the people or places referred to in a talk to the information provided; ● understand requests for information over the phone. 				
B2				
<ul style="list-style-type: none"> ● recognize and understand specific information regarding a known topic; ● understand the details of a minimum two-minute talk on a known topic ; ● understand relatively detailed explanations about a known topic or a topic in my field of expertise; ● understand a conference or presentation related to my area of expertise or interest; ● understand most newspaper articles and television documentaries that are presented in the standard language and based on a topic with which I am familiar. 				
C1				
<ul style="list-style-type: none"> ● understand a conversation or an interjection in a conversation even when not clearly structured; ● identify key information in public announcements ● understand a conference, a presentation, or an oral report related to my area of work or studies; ● understand an entire film or television program with little difficulty. 				
C2				
<ul style="list-style-type: none"> ● easily understand the spoken language regardless of the level or speed at which it is spoken. 				

READING COMPREHENSION

READING :

<i>I can :</i>	Before the course	After module 1	After module 2	After module 3
A1				
<ul style="list-style-type: none"> ● understand familiar words and simple sentences (in announcements, posters, catalogues); ● understand a questionnaire well enough to fill it out (for example, at a hotel); ● identify the topics in a personal letter (family, pastimes, holidays); ● understand the written form of what I have heard orally. 				
A2				
<ul style="list-style-type: none"> ● understand the main ideas in a simple text (15 lines); ● find specific information which is written with familiar vocabulary in a text (20 lines); ● find specific information about a topic related to my field of work on a Web site; ● recognize words that indicate a time change in a narrative; ● understand a text which consists of a few complex sentences without the use of a dictionary; ● understand the main ideas in a short and simple personal letter. 				
B1				
<ul style="list-style-type: none"> ● use context to guess the meaning of unknown words when I understand the rest of the sentence; ● identify the key points in a short text related to my area of work; ● understand the order of events even when they are not written in chronological order; ● understand the main ideas of a text (30 lines) written in plain language and not consisting of many complex sentences; ● understand an entire short text written in standard language. 				
B2				
<ul style="list-style-type: none"> ● understand the main ideas of an entire text or letter that is no longer than 40 lines; 				
<ul style="list-style-type: none"> ● understand the main ideas of a text (40 lines) written in plain language and dealing with a familiar topic or field within ten minutes; ● understand the details in correspondence related to my work or interests. 				
C1				
<ul style="list-style-type: none"> ● read long and complex literary or informative texts; ● understand texts unrelated to my field of expertise without much difficulty. 				
C2				
<ul style="list-style-type: none"> ● easily read all types of texts; ● recognize implicit meanings, imagery, and plays on words 				

SPEAKING

PARTICIPATING IN A CONVERSATION :

<i>I can :</i>	Before the course	After module 1	After module 2	After module 3
A1				
<ul style="list-style-type: none"> ● introduce myself and introduce others; ● greet and take leave of someone; ● answer simple questions; ● ask someone personal questions (eg. their address) and answer the same type of questions; ● ask for and give the time and date; ● ask someone, in simple language, to join me in an activity ● communicate in very basic situations; ● request simple information (travel, shopping); ● excuse myself and accept excuses from others. 				
A2				
<ul style="list-style-type: none"> ● invite someone to do something and respond to an invitation (accept, decline, postpone, suggest an alternative); ● talk about my likes and dislikes; ● ask someone questions (work, hobbies) and respond to the same type of questions; ● indicate when I understand and do not understand something; ● spell out my name over the telephone; ● address someone politely; ● express my desire to speak to my interlocutors; ● request as well as give practical information, ask for and give directions; ● situate objects in space ● request as well as give explanations ● compare objects, qualities, and actions ● talk about my plans; ● give and support my point of view; ● defend my opinion in different ways; ● situate something in time and express duration; ● ask someone about what he did in the past; ● talk about a past event. 				
B1				
<ul style="list-style-type: none"> ● talk about a majority of subjects that deal with my daily life (family, pastimes, holidays, etc.); ● express surprise, joy, sadness, curiosity, indifference; ● in a work-related discussion, ask questions to obtain the information I need; ● express wishes and desires; ● express a hypothesis; ● express obligation; ● express possibility and probability; ● express and support my decision; ● give my opinion and express my feelings; ● politely decline an offer or invitation; ● leave a message and be understood; ● communicate with a secretary over the telephone; ● prepare for an interview; 				

- disagree;
- complain when I am not satisfied with something (an order, a purchase);
- express my opinion in order to find a solution;
- get by in various situations (at the bank, in a restaurant, in a travel agency);
- ask for an explanation during a debate.

B2

- take notes during a telephone conversation;
- take my turn to speak during a debate in order to argue a point;
- take my turn to speak during a debate in order to link two ideas;
- report on someone's speech in the past tense;
- report on someone's proposals;
- compare behaviour and points of view;
- express various degrees of possibility, necessity wishes, and doubts;
- politely express disagreement;
- support my point of view;
- express uncertainty;
- give advice to friends;
- make a presentation;
- take part in a debate about pastimes, tourism, holidays, the weekend;
- describe behaviour;
- express and support my point of view in a controversial discussion;
- organize my ideas to express myself in an in-depth way
- convince others
- describe someone
- begin, sustain, and end a conversation on a topic which is familiar to me or interests me even though I may need to ask for reformulation;
- take the initiative in a conversation;
- have a discussion in which I summarize what I have understood and expand on interesting points;
- quickly correct my language errors if they lead to misunderstanding.

C1

- understand an animated discussion between native speakers;
- relate my interjection to what my interlocutor said, repeating his ideas;
- adapt my stand point according to changes in the conversation;
- make an oral summary of a written document;
- prioritize and compare;
- take part in a debate regarding the standard of living: salaries and buying power, unemployment, social behaviour, work and rest, professions and careers;
- make intercultural comparisons.

C2

- effortlessly participate in all conversations and discussions with native speakers;
- when I have difficulty expressing myself, use circumlocution without my interlocutor realizing it;
- take part in a debate regarding morals, values, beliefs, and virtues.

EXTENDED SPEAKING

<i>I can :</i>	Before the course	After module 1	After module 2	After module 3
A1				
<ul style="list-style-type: none"> ● describe who I am, what I do, and where I live; ● give personal information; ● use simple sentences to talk about people and places; ● describe myself and my family; ● describe my habits; ● describe my education, my school, my work; ● describe my plans and goals. 				
A2				
<ul style="list-style-type: none"> ● talk about what I liked (or disliked) about an activity; ● have a short telephone conversation; ● leave a telephone message that I have prepared; ● compare (people, objects, situations); ● talk about things that have happened to me; ● describe my work place and summarize my activities. 				
B1				
<ul style="list-style-type: none"> ● without any preparation, talk about an experience or an event with enough detail to make myself clearly understood; ● describe a dream, a hope, a fact; ● express and support my opinion in a clear and understandable way; ● leave a message over the telephone without preparation; ● without notes, give simple information, stressing what I believe to be the most important; ● tell a story in a way that holds the attention of others. 				
B2				
<ul style="list-style-type: none"> ● explain the plot of a film (a novel) and describe my feelings about the film in a logical and chronological way; ● make a presentation on a familiar/expert topic highlighting the important points; ● talk about a wide range of subjects that are of interest to me in a clear and in-depth way; ● build up a logical argument and link my ideas. 				
C1				
<ul style="list-style-type: none"> ● present complex topics in an in-depth way; ● summarize a long and difficult text; ● make a clear and structured presentation regarding my areas of expertise or interest and answer questions spontaneously; ● paraphrase when I lack the necessary vocabulary; ● express myself easily and spontaneously, with little effort. 				
C2				
<ul style="list-style-type: none"> ● synthesize information from various sources and include the arguments and facts; ● report on a round table discussion; ● make a synthesis or presentation of a discussion; ● paraphrase ideas in a way that avoids ambiguity; ● present a description or an argument in a manner appropriate to the context; ● make a presentation on a current event. 				

WRITTEN COMUNICATION

WRITING:

<i>I can :</i>	Before the course	After module 1	After module 2	After module 3
A1				
<ul style="list-style-type: none"> ● correctly write simple sentences I have heard; ● write a simple post card; ● fill out forms (hotel, airport); ● write a simple invitation; ● write a simple message to make an appointment; ● use known sentences to create new, grammatically correct sentences; ● use linkers (<i>and, but, because</i>) . 				
A2				
<ul style="list-style-type: none"> ● write about a situation that I have read or heard about; ● find and correct errors that impede comprehension; ● write definitions ● write explanations; ● write correspondence (messages, simple letters) to express thanks and make my excuses; ● write about an event that happened to me in the recent or distant past using lexical and grammatical devices to discuss the past. 				
B1				
<ul style="list-style-type: none"> ● correct the most serious language errors; ● write my opinion on general topics and my own particular interests; ● express myself with language errors that do not impede comprehension; ● write down, in a structured format, information I have either read or heard. 				
B2				
<ul style="list-style-type: none"> ● write a personal letter or simple text based on familiar topics without any difficulty; ● produce written texts that are easy to understand (few language errors which do not impede comprehension, easy to read); ● write reports related to my field of work; ● write letters describing my personal experiences and involvement in events. 				
C1				
<ul style="list-style-type: none"> ● produce a written summary; ● write an argumentative piece ● produce a written report on a round table discussion; ● write a personal commentary ● express my view points in a clear, in-depth, and well-structured way; ● produce written pieces that use the formal characteristics of that particular genre; 				
C2				
<ul style="list-style-type: none"> ● write a justification; ● synthesize several documents ● write complex correspondence, articles, or reports that present information and arguments in a clear and succinct way; ● produce a written summary and critique of a professional or literary text. 				