

# TENDANCES PROGRESSION - Adults (2020)

## A1 beginner level (+ 120 hours)

You will be able to:

- understand and use common expressions and basic phrases aimed at satisfying basic needs
- introduce yourself & others; ask & answer questions about personal details such as where you live, people you know & things you have
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help

| Units            | Communicative objectives  | Grammar  | Vocabulary  |
|------------------|---|--|---|
| <b>0 &amp; 1</b> | Reading and pronunciation rules<br>Introduce and talk about yourself, likes and dislikes<br>How to approach and welcome someone<br>Give and understand personal information<br>Ask questions about identity | Definite and indefinite articles<br>Contracted articles ( <i>du, de la, de l', des</i> )<br>Genders & numbers<br>Pronouns <i>je - tu / vous - il - elle</i><br>Verbs <i>être - connaître - comprendre - écrire - -er verbs</i>                                       | Close objects<br>Greetings<br>Name, nationality, activity<br>Numbers from 1 to 10         |
| <b>2</b>         | Ask and give directions in town<br>Use a guide or a map to visit a city   | Contracted articles ( <i>au, à la, à l', aux</i> )<br>Prepositions of location<br>Ask and answer questions with <i>est-ce que</i><br>The use of <i>il y a</i> (there is/there are)<br>Pronouns <i>nous - ils - elles</i><br>Verbs <i>aller - venir - voir - dire</i> | Places in town<br>Numbers from 11 to 1000<br>Date, days, months<br>Celebrations in France |
| <b>3</b>         | Talk about family<br>Express likes and preferences<br>Talk about daily routine<br>Ask and tell the time<br>Express age  | Possessive adjectives (singular form)<br>Pronominal verbs<br>Use the pronoun <i>on</i><br>Verb <i>avoir - faire - finir - prendre</i>  | Family members<br>The time<br>Daily routine   |
| <b>4</b>         | Talk about outing<br>Order at a restaurant<br>Invite and respond to invitation<br>Express agreement/disagreement<br>Express a problem   | Futur tense<br>Command form (1)<br>Partitive articles <i>du - de la</i><br>Expression of quantity ( <i>un peu de - beaucoup de - etc.</i> ) (1);<br>Verbs <i>savoir - vouloir - pouvoir - devoir</i>   | Food (1)<br>Leisures  |
| <b>5</b>         | Talk about a trip<br>Ask or give an explanation ( <i>pourquoi - parce que</i> )<br>Talk about the weather<br>Describe a place<br>Talk about possession and belongings                                       | Use of past tense (passé composé)<br>Possessive adjectives (2)<br>Belongings <i>être à + pronoun</i><br>Give explanation using <i>parce que</i> et <i>pour</i><br>Verbs <i>partir - dormir - descendre - recevoir</i>  | Transports<br>Weather<br>Seasons<br>Landscapes  |
| <b>6</b>         | Talk about clothes<br>Buy in a shop<br>Make comparisons<br>Express obligation   | Demonstrative adjectives<br>Comparative (1) and superlative<br>Ask and answer "questions inversées"<br>Verbs <i>acheter - payer - vendre</i> & verbs in <i>-yer</i>  | Clothes<br>Colours<br>Payment methods   |

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| 7 | Having basic conversation (work,relationships, interest)<br>Be able to present someone<br>Understand a basic written message | Direct & indirect pronouns<br>Expression of duration<br>Verbs <i>croire - vivre - plaire</i>  | Vocabulary related to work<br>Professions |
| 8 | Talk about hobbies, activities, movies & sports<br>Give opinion<br>Talk about memories in the past                           | Imperfect tense<br>Pronouns <i>qui - en</i><br>Expression of frequency ( <i>un peu - souvent ..</i> )<br>Verbs <i>se rappeler - entendre - perdre - mourir</i>  | Types of movies<br>Types of sports        |
| 9 | Express necessity<br>Describe accomodation<br>Describe an itinerary<br>Take an appointment                                   | Pronoun <i>y</i><br>Give command using a pronoun<br>Expression of continuity ( <i>toujours, encore, ne... plus</i> )<br>Making suggestions ( <i>si + verbs in present</i> )<br>Verbs <i>mettre - peindre - suivre</i> | Accomodation and furniture                |

### A2 elementary level (+ 120 hours)

You will be able to:

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
- communicate according to simple and routine tasks requiring simple and direct exchanges of information on familiar and routine matters
- describe, in simple terms, aspects of your background, immediate environment and matters in areas of immediate need

| Units | Communicative objectives   | Grammar   | Vocabulary   |
|-------|--|---|--|
| 1     | Organize an event<br>Understand a recipe<br>Talk about past activities<br>Introduce someone<br>Ask & give news about someone                                 | Direct & indirect pronouns<br>Pronouns <i>en - y</i><br>Imperfect tense<br>Expression of quantity (2)   | Food (2)<br>Events and places for events<br>Activities |
| 2     | Talk about future plans<br>Talk about success and failure<br>Talk about studies  | Future tense (1)<br>Characterize an action with adverbs & <i>en + present participle</i><br>The restriction ( <i>ne ... que / seulement</i> )<br>Steps of an action                             | Studies<br>Education system                            |
| 3     | Prepare for a job interview (CV, cover letter)<br>Describe a company<br>Make a request<br>Express satisfaction & disappointment<br>Give an order & an advice | Relative pronouns <i>qui - que - où</i><br>Indefinite pronouns <i>quelqu'un/personne/quelque chose/rien</i><br>Present of subjunctive   | Vocabulary related to companies<br>Professions         |
| 4     | Read newspapers and listen to the news<br>Understand, report and comment on information  | Passive voice<br>Agreement of the past participle<br>Express continuity with <i>encore, toujours / ne ... plus</i><br>Verbal expressions <i>venir de - être en train de - aller + infinitif</i> | Press & media<br>Administrative & politic organization |

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| 5 | Describe symptoms<br>Describe the circumstances of an accident<br>Express concern & reassure<br>Talk about physical condition                        | Cause and consequence<br>Duration in the past<br>Frequency ( <i>tous les jours, souvent, toujours / jamais</i> )   | Body parts<br>Health problems and accidents<br>Sports  |
| 6 | Understand a menu & order<br>Understand a summary of a film<br>Talk about a film (2)<br>Book a show ticket   | Interrogative pronouns<br>Demonstrative pronouns<br>Construction <i>celui qui / que - celle qui / que</i><br>Comparatives (2)<br>Future tense (2)  | Food (3)<br>Cinema<br>Celebrations   |
| 7 | Express possession<br>Describe an object<br>Request & give an authorization<br>Evaluate a behavior<br>Express disappointment<br>Request compensation | Possessive pronouns<br>Indefinite adjectives and pronouns<br>Impersonal form<br>Verbs <i>interdire - défendre - permettre - décevoir</i>   | Expressions of belonging<br>Description of objects<br>Expressions of similarity and difference<br>Mental qualities |
| 8 | Talk about trips (2)<br>Describe an itinerary<br>Understand info about a place & climate<br>Compare lifestyles and traditions                        | Use of <i>faire + infinitif</i><br>Comparison (quantities & actions: <i>plus que/de ... que, etc</i> )<br>Time indicators ( <i>la veille, le lendemain, etc</i> )<br>Imperfect and perfect tense | Seasons & climate<br>Traditions<br>Expressions of movement<br>Landscape and nature                                 |
| 9 | Express need or lack<br>Express emotions<br>Describe a person (character & behavior)<br>Talk about housework<br>Express a condition                  | Expression of condition<br>Imperative tense for <i>être - avoir - savoir</i><br><i>En + present participle (1)</i><br>Adverbs in <i>-ment</i>  | Housework<br>Physical & mental qualities and characteristics<br>Express a need / a feeling                         |

### B1 intermediate level (+ 180 hours)

You will be able to:

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- produce simple connected text on topics which are familiar or of personal interest
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans

| Unit | Communicative objectives  | Grammar   | Vocabulary                                    |
|------|---|---|---|
| 1    | Become autonomous<br>Develop writing & listening comprehension<br>Understand & comment information on media | Conditional & Subjunctive tenses  | Media<br>Politic<br>Economy                   |
| 2    | Talk about clothes, sport & health<br>Give opinion and advice<br>Respond to an interview                    | Future anterior<br><i>En + present participle (2)</i><br>Interrogative form | Fashion<br>Social media                       |
| 3    | Make an accident report<br>Narrate prominent moments of a trip<br>Post your opinion on a tourism site       | Past subjunctive tense<br>Past perfect tense                                | Transports<br>Travelling ways<br>Driving ways |

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| 4 | Talk about childhood memories<br>React during a conflict and reconcile<br>Write an informal letter | Narration past tenses<br>Time indicators<br>Past conditional mode<br>Reporting a speech                                 | Letter<br>Writing expressions                |
| 5 | Explain causes and consequences of environmental or society problems<br>Organize an argumentation  | Expression of cause<br>Expression of aim<br>Expression of consequence   | Associative sectors<br>Actual French debates |
| 6 | Present your career<br>Talk about a company and professions<br>Communicate at work                 | Composed relative pronouns ( <i>auquel, le quel</i> )<br>Relative pronouns <i>dont</i><br><i>Ce</i> + relative pronouns | Working place                                |
| 7 | Talk about a book<br>Present an historic moment<br>Understand game's rules<br>Present an activity  | Expression of anteriority, posteriority & simultaneity<br>Passive forms<br>Form "(se) faire + infinitive"               | French literature<br>Leisure                 |
| 8 | Evaluate a product<br>Debate and share point of view about economy                                 | Expressions of appreciation<br>Expression of condition or restriction   | Participatory economics<br>Bank and savings  |
| 9 | Evaluate a local project achievement<br>Participate in consultation & local government politics    | Expression of opposition<br>Expression of quantity (adjective & indefinite pronouns)                                    | Politics<br>Gender parity                    |

### B2 independent level (+ 180 hours)

You will be able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialization
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

| Units | Communicative objectives  | Grammar   | Vocabulary                                      |
|-------|---|---|---|
| 1     | Talk about life experiences & passions<br>Express fear<br>Tell about failure & success<br>Encourage, congratulate, comfort someone  | Expression of will, wish and regret<br>Expression of cause<br>Expression of duration in the past<br>Negative constructions      | Success & failure<br>Fear & courage<br>Interest |
| 2     | Talk about relationship, childhood & adolescence<br>Talk about steps of the life  | Expression of opposition, concession & condition<br>Expression of obligation & necessity  | Relationship & family<br>Education              |
| 3     | Read and give an opinion on French literature<br>Tell about an episode of a series or a film<br>Find out about an artistic manifestation<br>Comment on art & present a song | Concordance of tenses in a story<br>Expression of anteriority, posteriority and simultaneity (2)<br>Indirect complement pronoun | Literature<br>Art<br>Music                      |
| 4     | Conduct an interview<br>Take notes and synthesize information<br>Give an opinion on a rumour<br>Talk about verity, mistake & lies   | Interrogative form<br>Hypothesis & deduction<br>Expression of doubt and certainty   | Science<br>Information on Internet              |

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| 5 | Present an innovation<br>Talk about health<br>Express surprise & indifference<br>Express satisfaction           | Relative pronouns<br>Negation<br><i>(se) faire</i> + infinitive (2)<br>Passive constructions  | Innovations<br>Health<br>Housing                        |
| 6 | Take stock of society<br>Talk about society<br>Defend or criticize a project                                    | Constructions with two pronouns before the verb<br>Coherence of a story<br>Succession of arguments<br>Expression of consequence (2) | Social or humanitarian action<br>Immigration<br>Economy |
| 7 | Present intellectual and professional skills<br>Evaluate an educational method<br>Make and present a mental map | Comparative constructions<br>Expression of aim  | Education<br>Learning                                   |
| 8 | Describe places and their history<br>Talk about gastronomy<br>Present the characteristics of a region           | Past participle and present participle propositions<br>Reported speech in past and tense sequencing                                 | History<br>Legends<br>Gastronomy                        |
| 9 | Present a schedule and an activity schedule<br>Manage a schedule or deadline problem                            | Expression of feelings and emotions   | Feelings and emotions<br>Work and time                  |

### C1 Proficiency level (+ 200 hours)

### C2 Mastery level (+ 200 hours)

C1 - You will be able to:

- understand a wide range of demanding, longer texts, and recognise implicit meaning
- express yourself fluently and spontaneously without much obvious searching for expressions
- use language flexibly and effectively for social, academic and professional purposes
- produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices