

## Descriptors of language skill : A1

as defined by the Common European Framework of Reference (\*)

If you master the skills as described below, you have a sufficient level to follow a total immersion course at CREA-Langues and take the maximum benefit of it.

### SPOKEN INTERACTION

I can communicate in a simple way as long as the speaker agrees to repeat and rephrase his sentences more slowly and helps me say what I want to say. I can ask and answer simple questions on familiar issues and about immediate needs.

- I can introduce myself and introduce someone.  
e.g. say my name, my age and where I live.
- I can greet someone, ask him how he is and take leave of him.  
e.g. when I meet a person who speaks this language.
- I can speak simply of the people I know and ask questions about someone's identity.  
e.g. say or ask about how people are related.
- I can give a precise date or a meeting point thanks to expressions like "next week", "last Friday", "in November", "at three o'clock".  
e.g. specify my time table, take an appointment.
- I can ask for, suggest or offer something and thank someone.  
e.g. when I need a book or a plan in class.

### SPOKEN PRODUCTION

- I can use expressions and simple sentences to describe where I live and people I know.  
I can say where I live.  
e.g. specify my town or my village as well as the street I live in.
- I can say what I do.  
e.g. if I work and what kind of work I am doing.
- I can say what I like to do.  
e.g. when I compare my hobbies to other people's.
- I can introduce people I know.  
e.g. when I have to speak of characters in a text or a dialogue.
- I can count, give quantities and tell the time.  
e.g. give an appointment or order something.

## LISTENING

I can understand simple words and very simple everyday expressions about myself, my family and the immediate environment, if people speak slowly and clearly.

When people speak slowly and clearly, and pause between sentences...

- I can understand simple questions about myself or my family.  
e.g. what my name is and where I live.
- I can understand when I am asked what I do.  
e.g. if I study or if I work
- I can understand when I am asked simple questions about people I know.  
e.g. their names, their relationship to me, etc.
- I can understand simple expressions about everyday life.  
e.g. when someone thanks me, says hello or goodbye, accepts and refuses something, when I'm asked how I am, etc.
- I can understand information and simple instructions.  
e.g. when I am told where to find something or someone or when I am asked to come, to open my book, to go to the board, to wait, etc.

## READING

I can understand familiar words and simple sentences, for example notices, posters and catalogues.

When I read a text which contains simple words and sentences I already know...

- I can understand instructions and very simple comments concerning my work.  
e.g. instructions for work.
- I can make out in a programme or poster what they are talking about and where an event is and at what time it will take place.  
e.g. information about a concert or a play.
- I can understand a simple message sent to me, for example a post card.  
e.g. when my pen friend sends me a holiday postcard or wishes me happy birthday.
- I can recognise words, expressions and simple sentences on a notice, billboard or newspaper or magazine.  
e.g. finding words or expressions that I have learned to say and that are easily recognisable.

(\*) We have mentioned the language skills we mainly work on at CREA-LANGUES.

Source: The descriptors in these tables are taken from the Bank of Descriptors for self-assessment designed by the European Portfolio for languages (© Council of Europe, Language Policy Division) and from the European Portfolio for junior high schools used in France. The examples given have been designed specifically for this version of the European portfolio for languages in France.

Source: SCEREN CRDP- Basse Normandie /DIDIER.