

Foundation B2.4

At the **B2 level** of language proficiency (according to the CEFR – Common European Framework of Reference for Languages), learners reach an **upper-intermediate** stage where they can function independently and effectively in most everyday and professional situations. Here are the **key milestones** typically achieved at the B2 level:

Communication & Comprehension

- Can **understand the main ideas** of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization.
- Can follow extended speech and complex lines of argument **in standard spoken language**, even in lectures or debates.
- Can **interact with native speakers** with a degree of fluency and spontaneity that makes regular conversation possible without strain for either party.

Speaking

- Can **express themselves clearly and in detail** on a wide range of topics.
- Can explain a viewpoint on a topical issue, giving the **advantages and disadvantages** of various options.
- Can take an active part in discussion, **defending their opinions and responding to others' arguments** effectively.

Writing

- Can write **clear, detailed texts** on a wide range of subjects.
- Can produce **essays or reports** that present arguments or viewpoints systematically, highlighting important points and supporting ideas.
- Can write **personal or professional correspondence**, adjusting tone and register appropriately.

Grammar & Vocabulary

- Has a **good command of grammar** with occasional slips that do not cause misunderstanding.
- Can use a **broad range of vocabulary**, including idiomatic expressions and some nuanced language, especially in familiar contexts.

- Can vary language to **avoid repetition and express subtle shades of meaning.**

Independence & Adaptability

- Can **function effectively in francophone environments**, whether traveling, studying, or working.
- Can adapt language use to **different social and professional contexts.**
- Shows an ability to learn new vocabulary and expressions from context and incorporate them into conversation.

Communication & Lexicological Competencies

At the B2.4 level, students continue to refine their ability to engage with complex, abstract, and culturally rich topics while expanding the sophistication and precision of their spoken and written French. This level emphasizes critical thinking, deeper cultural insight, and confident interaction, supported by a solid command of advanced grammar structures. Throughout Units 7, 8, and 9, students will work with a variety of authentic supports—articles, short videos, interviews, cultural excerpts—to develop the ability to discuss nuanced themes and adapt their language to different communicative contexts.

One of the course focuses is on spoken French, informal language, gestures, and the cultural nuances of everyday communication. Students will explore how body language and expressions vary across contexts and cultures, how language registers shift depending on situation, and how popular French can be represented in written form. It will integrate cultural knowledge, vocabulary expansion, communication practice, and a creative project. Students will explore games, play, and gamification through cultural texts, communication tasks, vocabulary building, and grammar practice. Students will examine traditional and modern games, the growing market around toys and games, and the impact of gamification on society, education, and daily life. They will explore humor in francophone cultures through satire, stand-up, jokes, storytelling, and comedic expression. Students will analyze the mechanisms of humor, its social functions, and the boundaries of what people can or cannot joke about. The unit integrates speaking, writing, cultural study, vocabulary development, and grammar practice.

LEARNING OBJECTIVES

Communication Skills

Students will learn to:

- Discuss gestures and body language

- Use and interpret different language registers
- Adapt their speech to various contexts and levels of formality
- Discuss toys and their characteristics
- Explain game rules
- Create rules for a game
- Talk about the gamification of society
- Discuss boredom
- Talk about what makes them laugh
- Discuss stand-up as an art form
- Play with words and language
- Emphasize specific elements in oral discourse
- Discuss humor techniques
- Talk about satirical journalism
- Exchange opinions about humor
- Describe political correctness
- Structure a coherent argument
- Express conditions

Cultural & Societal Themes

Students will engage with topics such as:

- Intercultural differences in gestures and facial expressions
- Fief by David Lopez and its use of “caillera”-style writing
- Leïla Slimani as an ambassador of francophonie
- The toy industry and the rise of collectible dolls
- Three traditional and timeless games
- A game show involving monetary prizes (as referenced in the image)
- Adults’ fascination with board games
- Gamification in society and the workplace
- Fear and benefits of boredom
- Gamification in education
- “Serious games” and their uses
- Riddles and jokes from francophone cultures
- A stand-up sketch (referenced in image)
- The world of stand-up comedy
- The virtues and functions of humor
- Techniques used in humorous writing
- Satire in the francophone press
- Women in comedy

- A comedic fairy-tale reinterpretation
- A sketch (referenced in image)
- Humor in politics
- “Rire jaune”: origins and symbolic meaning

Grammar Focus

- Indefinite pronouns and adjectives
- Expressing purpose
- Emphatic structures (mise en relief) – part 2
- Logical connectors
- Expressing conditions

Vocabulary Themes

- Gestures and body language
- Language registers
- Figures of speech (part 1)
- Expressions using the word langue
- Toys and the toy market
- Games and game equipment
- Vocabulary for explaining rules
- Game-related expressions
- Gamification
- Boredom and apathy
- The suffix -ification
- Expressions related to boredom
- Jokes and riddles
- Humor and stereotypes
- Stylistic devices (figures of speech – part 2)
- Humor techniques
- Adjectives describing types of humor
- Expressions using the verb rire

Methodology

- Create a Dictionary of Popular French
- Writing a synthesis of several documents
- Writing a synthesis of multiple documents
- Writing an argumentative text

Textbook information: Défi 4

This book is available at <https://klettwl.com/store/content/afdenver-french>. See our [textbook page](#) for information about purchasing options. This book will be used for B2.1 through B2.4. B2.4 will review Units 7 (dossier 02), 8 and 9.

UNIT 7 (Dossier 02)

DOSSIER 02 Écrire comme on parle	CULTURE(S) ET SOCIÉTÉ(S) <ul style="list-style-type: none">• L'interculturalité des gestes et des mimiques• <i>Fief</i> de David Lopez, l'écriture « caillera »• Leïla Slimani, ambassadrice de la francophonie	COMMUNICATION <ul style="list-style-type: none">• échanger sur la gestuelle• manipuler les registres de langue• adapter son langage à la situation LEXIQUE <ul style="list-style-type: none">• les gestes et mimiques• les registres de langue• des figures de style (1)• les expressions avec le mot « langue »	DÉFI #02 CRÉER UN DICTIONNAIRE DE FRANÇAIS POPULAIRE
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UNIT 8

p. 113 - 126 	DOSSIERS DOSSIER 01 À quoi tu joues ? DOSSIER 02 À nous de jouer !	DÉFIS DÉFI #01 Présenter un jeu de société DÉFI #02 Ludifier une activité du cours de français 	CULTURE(S) ET SOCIÉTÉ(S) <ul style="list-style-type: none">• Un jeu d'enfants : le marché des poupées noires se développe• Trois jeux traditionnels et intemporels• Le Jeu des 1 000 euros• Les adultes fous des jeux de société• La ludification de la société et du travail• La peur et les bienfaits de l'ennui• La ludification de l'enseignement• Les jeux « sérieux » et leurs enjeux
COMMUNICATION <ul style="list-style-type: none">• échanger sur les jouets et leurs caractéristiques• expliquer une règle de jeu• créer des règles de jeu• parler de la ludification de la société• parler de l'ennui	GRAMMAIRE <ul style="list-style-type: none">• les indéfinis• exprimer le but	LEXIQUE <ul style="list-style-type: none">• les jouets et leur marché• les jeux et le matériel• les règles de jeu• les expressions du jeu• la ludification• l'ennui, l'apathie• le suffixe <i>-ification</i>• les expressions de l'ennui	MÉTHODOLOGIE <ul style="list-style-type: none">• faire une synthèse de documents

UNIT 9

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DOSSIERS

DOSSIER 01

Vous trouvez ça drôle ?

DOSSIER 02

Peut-on rire de tout ?

DÉFIS

DÉFI #01

Créer un recueil de blagues

DÉFI #02

Créer un journal satirique



CULTURE(S) ET SOCIÉTÉ(S)

- Des devinettes et des blagues francophones
- Un sketch de Fary au Montreux Comedy Festival
- Le stand-up, toujours debout !
- Les vertus et les fonctions de l'humour
- Les procédés humoristiques
- La satire dans la presse francophone
- L'humour au féminin
- Le conte de fées de Constance
- Un sketch de Blanche Gardin
- L'humour en politique
- Rire jaune, origine et symbolique

COMMUNICATION

- parler de ce qui nous fait rire
- parler de l'art du stand-up
- s'amuser avec les mots
- insister sur un élément du discours à l'oral
- parler des procédés humoristiques
- parler de la presse satirique
- échanger sur l'humour
- parler du politiquement correct
- structurer un discours
- exprimer des conditions

GRAMMAIRE

- la mise en relief (2)
- les connecteurs logiques
- exprimer la condition

LEXIQUE

- les blagues et les devinettes
- l'humour et les clichés
- les figures de style (2)
- les procédés humoristiques
- l'humour
- les adjectifs pour qualifier l'humour
- les expressions avec le mot *rire*

MÉTHODOLOGIE

- rédiger un texte argumentatif