

French Cultural Centre of Algiers  
French language department

# TRAINING OFFER

## COURSES - DIPLOMAS – TESTS



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*You want to learn French, improve and specialise yourself in French within the framework of your university studies, your profession, your project of university mobility and/or project of professional mobility.*

The French Cultural Centre of Algiers offers you :

- A training program that suits your needs, of basic, intermediate, advanced and specialised levels, according to the criteria of the **Common European Framework** of Reference for Languages.
- You will also be prepared and you will be able to take the diplomas of the French Ministries of National Education and Higher Education : the DELF and the DALF.

# Training sessions

There are four (4) sessions of courses per year: winter, spring, summer and autumn session.  
A session corresponds to a 50 hour course. Every session includes three assessments.  
Achieving a score equal to or exceeding the overall mean will allow you to be admitted to the higher level.

## 1. Regular sessions :

**At the French Cultural Centre**, the courses are held twice a week.

The Saturdays and Tuesdays or the Sundays and Wednesdays or the Mondays and Thursdays:  
9 a.m - 11:30 a.m / 11:30 a.m – 2 p.m / 2 p.m - 4:30 p.m / 5 p.m - 7:30 p.m.  
Each course lasts 2 hours and 30 minutes.

**At the Lycée International Alexandre Dumas of Ben Aknoun (LIAD)**, classes are held twice a week.

The Sundays and Wednesdays or the Mondays and Fridays: 5:30 p.m - 8:30 p.m.  
Every course lasts 3 hours.

## 2. Intensive sessions :

**At the French Cultural Centre**, the courses are held six times a week (summer session).

The Saturdays, Sundays, Mondays, Tuesdays, Wednesdays, and Thursdays:  
9 a.m - 11:30 a.m / 11:30 a.m - 2 p.m / 2 p.m - 4:30 p.m / 5 p.m - 7:30 p.m.

**At the LIAD**, the courses are held four times a week (spring session).

The Sundays, Mondays, Tuesdays and Wednesdays : 5:30 p.m - 8:30 p.m.

## 3. Onsite company courses :

At the request of the company, the organization or the institution, the French Cultural Centre offers training à la carte according to the professional needs of the enterprise: professional communication techniques, professional writings, e-mails, administrative and commercial correspondence, reports, briefing notes, meeting animation techniques, turntaking, talks, negotiation, specialized courses (administration, banking, legal, medical French, and journalistic writings ...)

**We design, in partnership with you, a tailor-made offer :**

- needs analysis ;
- placement test ;
- training schedule adapted to your availability and constraints ;
- training plan and specific modules of training ;
- assessment test ;
- personalized assessment for each trainee ;
- balance sheet for the partner at the end of the training on specific objectives.

## A qualified and authorized teaching team

The teaching team is constituted of qualified and graduate professionals all of them having extensive experience in teaching French as a foreign language and French for specific purposes.

They are all authorized to the Delf and DalF by the International Centre for Studies in Education, National Education and Higher Education Ministries.

## A Communicative pedagogy

The implemented pedagogy is based on a communicative approach. It mainly relies on active and interactive animation techniques : role playing games, simulations, case studies ...

Multimedia tools are an integral part of the learning method.

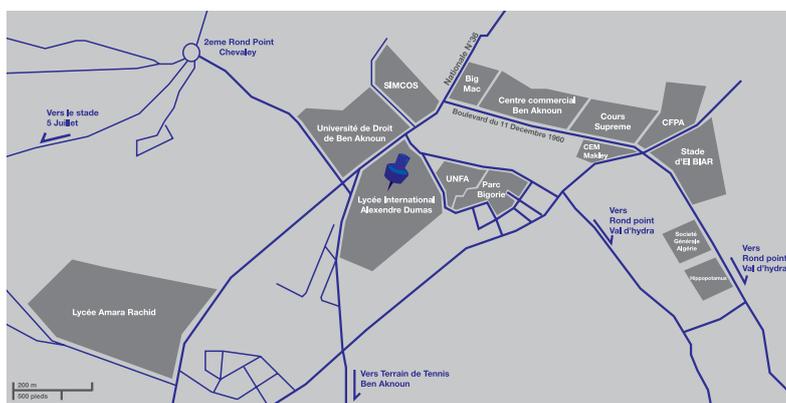
## Limited size groups

To promote learner's autonomy, oral practice, the interaction and monitoring of each trainee, the groups have a reduced number of learners (14 to 18 people at most).

## Two training sites



- At the French Cultural Centre, between the Wilaya and the Grande poste.



- At the Lycée International Alexandre Dumas of Ben Aknoun, opposite the University of Law.

# Register for courses of the French language department :

- **Where do I register ?**

Registration and re-registrations take place at the French Cultural Centre.

The presence of the person who wishes to register is obligatory to go through the test and validate the registration.

- **When do I register ?**

**Re-registrations :** the students who have already followed courses at the French Cultural Centre have the priority for a Re-registration during the specified period on the bulletin boards of the French Cultural Centre and on the website.

**Registrations :** the students who have never followed courses at the French Cultural Centre register during the specified period on the bulletin boards of the French Cultural Centre and on the website.

**For the dates of Re-registrations and registrations,  
please visit the website of the French Cultural Centre :**

<http://www.ccf-dz.com/departement-de-langue-francaise/calendrier-des-sessions>

- **How do the registrations take place ?**

*Re-registration file : session fees.*

*Registration file : photocopy of the identity card + session fees.*

To register to a course, you are invited to take the placement test. On the basis of this assessment, you will be oriented to the course that suits your level and responds to your needs and expectations.

Your pedagogic and administrative registration takes place the same day, at the same time.

### **1<sup>st</sup> step : Oral interview**

When you present yourself for the registrations, a professor of the French Cultural Centre welcomes you and make you go through an oral interview of 10 minutes to determine your oral level and your needs.

### **2<sup>nd</sup> step : Written test**

You have to go through a written test during 15 to 20 minutes.

### **3<sup>rd</sup> step : Orientation and choice of the days and schedule**

This last interview with a teacher of the French Cultural Centre determines your level of French. You choose your days, your schedule of lessons and the place of training : at the French Cultural Centre or at the LIAD (Lycée International Alexandre Dumas of Ben Aknoun).

### **4<sup>th</sup> step : Administrative registration**

You hand your file to the administrative staff who will issue immediately a student card as well as an instruction which corresponds to your course.

**Your registration is validated and finished.**

## How much does the training session cost ?

The costs of each training session of 50 hours amounts to 10 000 dinars.

2 successive registrations or not to a course session allow to benefit from a preferential rate of 9000 dinars.

For the individuals, the fees must be paid cash.

For the companies which take charge of the training of their staff, the payment by cheque is accepted.

**This rate includes :**

- the orientation test ;
- the instruction ;
- the exercise book ;
- the audio CD ;
- the preparation to the diplomas of the French Ministries of National Education and Higher Education ;
- the registration is free to the media library for a year ;
- the half price, for a year, on the registration of the DELF and the DALF diplomas ;
- the access to the cultural offer of the French Cultural Centre.

## Registration and participation conditions

**1. General conditions :**

- 1.1 The student must have 18 years bygone.
- 1.2 The courses are open to the candidates at the limit of the available places.
- 1.3 The registration takes place after a test and an orientation interview.
- 1.4 It is definitive when the registration form is duly filled, signed and the registration fees paid.
- 1.5 No place can be booked.

**2. Payment conditions :**

- The payment is done at once, at the registration time.

**3. Cancellation :**

- 3.1 Any started training can neither be refund, nor delayed to the following session.
- 3.2 The only possible refund is done in case of a cancellation by the French Cultural Centre.
- 3.3 Any student cannot change the group after a period of 15 days starting from the first day of lessons.
- 3.4 The group change will depend on the availability of the places at the time of request.

## A diploma training offer that suits your needs

Levels	Courses	Number of hours	DELTA - DALF Diplomas
<b>Basic</b>			
Basic 1	A1.1	50 hours	
Basic 2	A1.2	50 hours	DELTA A1
Basic 3	A2.1	50 hours	
<b>Intermediate</b>			
Intermediate 1	A2.2	50 hours	DELTA A2
Intermediate 2	B1.1	50 hours	
Intermediate 3	B1.2	50 hours	DELTA B1
<b>Advanced</b>			
Advanced 1	B2.1	50 hours	
Advanced 2	B2.2	50 hours	
Advanced 3	B2.3	50 hours	DELTA B2
<b>Independent</b>			
Independent 1	C1.1	50 hours	
Independent 1	C1.2	50 hours	DALF C1
Independent 2	C2.1	50 hours	
Independent 2	C2.2	50 hours	DALF C2

# Skills and language levels

There are six levels which correspond to the Common European Framework of Reference for Languages (CEFR), the internationally accredited referential.

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing
<b>A1</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
<b>A2</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>B2</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard language.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
<b>C1</b>	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
<b>C2</b>	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

## Description of the courses

- A1.1

A1	Basic user	
A1.1	<p><b>Competences at the end of the level A1.1</b></p> <p><b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- communicate in a simple way ;</li> <li>- introduce himself/herself, introduce someone ;</li> <li>- seek, impart and understand very basic information about himself/herself and other people ;</li> <li>- describe his/her local geography ;</li> <li>- interact in a simple way ;</li> <li>- ask easy questions and respond to them ;</li> <li>- speak about his/her motivations to do something ;</li> <li>- read and write short texts ;</li> <li>- understand and extract specific and predictable information from a prospectus or an advertisement.</li> </ul>	
	Communicative objectives	Linguistic objectives
	<ul style="list-style-type: none"> <li>- present and identify people ;</li> <li>- seek and impart information about people ;</li> <li>- explain his/her motivations to learn French ;</li> <li>- express his/her opinion on other people ;</li> <li>- express his/her likes or preferences ;</li> <li>- describe where he/she lives, his/her local geography, where he/she goes on holidays ;</li> <li>- count ;</li> <li>- fill in a form, a simple questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>- the alphabet ;</li> <li>- «c'est» (this is) ;</li> <li>- «Il y a» (there is) / «il n'y a pas» (there is not) ;</li> <li>- the definite and indefinite articles ;</li> <li>- the partitive articles ;</li> <li>- The question words «comment» (how) and «pourquoi» (why) ;</li> <li>- pour (for)/ parce que (because) ;</li> <li>- the qualifier adjectives ;</li> <li>- the nationality adjectives ;</li> <li>- the numbers ;</li> <li>- the negation «ne...pas» (not) ;</li> <li>- the possessive adjectives ;</li> <li>- the indefinite pronoun «on» (we) ;</li> <li>- the verbs in "-er" in the present tense ;</li> <li>- the auxiliaries «être» (be) and «avoir» (have) in the present tense ;</li> <li>- vocabulary: means of transport, studies, work, leisure, seasons, months.</li> </ul>

• A1.2

<b>A1</b>	<b>Basic user</b>	
<b>A1.2</b>	<p><b>Competences at the end of the level A1.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- describe what he/she does as well as objects and persons ;</li> <li>- identify the general idea of simple texts by giving information and short and simple descriptions ;</li> <li>- make general recommendations ;</li> <li>- understand simple instructions and follow short and easy directions ;</li> <li>- initiate simple statements on familiar topics ;</li> <li>- produce simple phrases on his/her environment ;</li> <li>- read and write short connected texts.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- speak about his/her everyday habits ;</li> <li>- give advises, make suggestions and recommendations ;</li> <li>- convey directions ;</li> <li>- speak of his/her training, his/her experience ;</li> <li>- assess the qualities, the skills and the competences ;</li> <li>- express and compare opinions ;</li> <li>- describe objects ;</li> <li>- do the shopping ;</li> <li>- understand very frequent phrases and vocabulary related to work ;</li> <li>- understand numbers and prices.</li> </ul>	<ul style="list-style-type: none"> <li>- the verbs in the present tense ;</li> <li>- the pronominal verbs ;</li> <li>- the verbs savoir/connaître (know) in the present tense ;</li> <li>- the imperative ;</li> <li>- the passé composé (the compound past tense);</li> <li>- the past participle ;</li> <li>- the impersonal forms : «il faut (there must)» + infinitive, «il est nécessaire de (it is necessary to)» +infinitive ;</li> <li>- «avoir besoin de (have need to)» ;</li> <li>- the frequency adverbs : «toujours (always)», «souvent (often)», «quelquefois (sometimes)», «jamais(never)» ;</li> <li>- the quantity adverbs : «beaucoup (lot of)», «trop (too much)», «peu (not much)» ;</li> <li>- the numbers ;</li> <li>- the position of the adverbs ;</li> <li>- the question : «est-ce que» (is it) ;</li> <li>- the direct and indirect complement object personal pronouns ;</li> <li>- the adjectives and demonstrative pronouns ;</li> <li>some prepositions : «chez» (at), «à la» (at the), «au» (to the)... ;</li> <li>- the vocabulary of professions, clothes, colours, materials.</li> </ul>

• A2.1

A2	Basic user	
A2.1	<p><b>Competences at the end of the level A2.1</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- respond to questions and ask them ;</li> <li>- exchange ideas and information on familiar topics in everyday situations or during a discussion by establishing the priorities and the important points of his/her argumentation ;</li> <li>- describe in a brief and elementary way places, everyday aspects of his/her environment ;</li> <li>- describe his/her training, his/her professional activity ;</li> <li>- situate and situate himself/herself in a precise way in time and in space ;</li> <li>- organise the activities according to his/her needs, of his/her constraints and communicate his/her decisions on this subject ;</li> <li>- give directives to achieve something ;</li> <li>- take notes and reformulate in a simple way ;</li> <li>- understand and extract the essential information from short oral and written documents ;</li> <li>- read and write simple messages and letters.</li> </ul>	
Objectifs	<p><b>Communicative objectives</b></p> <ul style="list-style-type: none"> <li>- order the menu in a restaurant ;</li> <li>- request complementary information ;</li> <li>- explain how to prepare a dish ;</li> <li>- tell time, specify the date, moments of the day ;</li> <li>- get information about schedules and means of transport ;</li> <li>- book a room in a hotel ;</li> <li>- convey information ;</li> <li>- describe, compare places ;</li> <li>- write an email to convey information ;</li> <li>- express his/her opinion and argue for it in a simple way.</li> </ul>	<p><b>Linguistic objectives</b></p> <ul style="list-style-type: none"> <li>- the vocabulary of foods ;</li> <li>- the vocabulary of services, institutions, trade ;</li> <li>- the weights, the measures ;</li> <li>- the quantifiers : trop de (too much of), beaucoup de (a lot of of), assez de (enough of), peu de (not much of) ... ;</li> <li>- the chronological articulators : d'abord (first) , ensuite (then), puis (then), enfin (lastly) ;</li> <li>- the location prepositions in time and space ;</li> <li>- the comparatives and the superlatives ;</li> <li>- the near future (futur proche) : aller (be going)+ infinitive ;</li> <li>- être sur le point de (be at the point of), être en train de (be doing), venir de (come from) ;</li> <li>- the hypothesis : si (if)+present ;</li> <li>- the formulation of questions ;</li> <li>- the expression of opinion : à mon avis (according to my viewpoint), je pense que (I think that) ... ;</li> <li>- the pronouns où (where) and y (there) ;</li> <li>- the modality (modalisation).</li> </ul>

• A2.2

<b>A2</b>	<b>Intermediate user</b>	
<b>A2.2</b>	<p><b>Competences at the end of the level A2.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- describe people, life conditions and daily routines ;</li> <li>- ask questions and respond to them ;</li> <li>- interact in a simple way on daily topics ;</li> <li>- express agreements, disagreements ;</li> <li>- give or seek a personal point of view or opinions on topics of general interest ;</li> <li>- tell a story in the present and in the past ;</li> <li>- write short texts of standard format which convey standard information ;</li> <li>- read and write coherent and articulated short texts ;</li> <li>- understand the main points of simple documents on a familiar topic ;</li> <li>- understand questions and provide precise information concerning likes and character traits.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- speak about his/her likes, his/her way of being, his/her habits ;</li> <li>- express his/her preferences concerning leisure ;</li> <li>- describe the location where he/she lives, a place, a person, circumstances ;</li> <li>- express resemblances, differences ;</li> <li>- spatial orientation ;</li> <li>- convey his/her impressions, his/her feelings, recommend and evaluate something ;</li> <li>- inform of his/her experiences ;</li> <li>- express a hope ;</li> <li>- invite someone, settle an appointment ;</li> <li>- accept or refuse an invitation ;</li> <li>- seek and give precise information ;</li> <li>- understand an account bringing events and telling them.</li> </ul>	<ul style="list-style-type: none"> <li>- location prepositions in space (à droite (on the right), à gauche (on the left), en face de (opposite), près de (near of)... ) ;</li> <li>- days of the week, moments of the day, the hour ;</li> <li>- the verbs of feeling (adorer (worship), detester (detest), ne pas supporter (not bear)... ) ;</li> <li>- vocabulary of the external appearance and personality description ;</li> <li>- vocabulary of leisure ;</li> <li>- the temporal markers (hier soir (yesterday evening), dimanche dernier (last Sunday)... ) ;</li> <li>- formulation of questions, adjectives and interrogative pronouns ;</li> <li>- the chronological articulators : d'abord (first) , ensuite (then), puis (then), après (after), enfin (lastly) ;</li> <li>- invitation forms ;</li> <li>- quantity and intensity adverbs (si (so), tellement (so much)... ) ;</li> <li>- «avant/avant de (before) +noun/verb» and «après (after)+noun/verb» ;</li> <li>- «avoir l'air» (look)+ adjective ;</li> <li>- the imperfect tense and the passé composé (the compound past tense) (simple forms and values) ;</li> <li>- the conditional ;</li> <li>- the near future (future proche) (form and values).</li> </ul>

• B1.1

<b>B1</b>	<b>Intermediate user</b>	
<b>B1.1</b>	<p><b>Competences at the end of the level B1.1</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- understand the essential content of clear utterances at the radio and the television ;</li> <li>- understand texts in an ordinary language ;</li> <li>- write personal letters to describe experiences ;</li> <li>- take part, without preparation, in a conversation ;</li> <li>- give short explanations on his/her opinions or projects ;</li> <li>- develop and defend a personal point of view (positive, negative, subtle) ;</li> <li>- argue a general theme in writing and speech ;</li> <li>- take his/her turn in speech in order to convince ;</li> <li>- react to arguments: accept or refute them ;</li> <li>- actively participate to an informal discussion in a familiar context ;</li> <li>- follow and participate in a discussion ;</li> <li>- adopt a language register adapted to his/her interlocutor ;</li> <li>- prepare and participate in an efficient way to a job interview.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- characterise something : name, present objects, describe their use instructions ;</li> <li>- present the advantages and disadvantages of an object, a situation ;</li> <li>- write a simple letter of complaint ;</li> <li>- speak about the future, present in speech and in written form his/her academic experience and professional qualities ;</li> <li>- convince ;</li> <li>- express an opinion, a judgement : speak highly of someone or criticise him/her ;</li> <li>- formulate hypotheses ;</li> <li>- use different ways of speaking to someone according to the communication context ;</li> <li>- compare and justify his/her choices ;</li> <li>- use simple connectors ;</li> <li>- give an account of the speech of someone : reformulate arguments ;</li> <li>- give an advice ;</li> <li>- discussion : take position, express his/her opinion, express an agreement / a disagreement, contradict politely ;</li> <li>- understand some idiomatic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- vocabulary of shapes and materials ;</li> <li>- the pronominal verbs ;</li> <li>- the simple future (form and values) ;</li> <li>- the subjunctive after negative form of opinion expressions (form and values) ;</li> <li>- the relative pronouns «qui (who)», «que (that)», «dont (which)» ;</li> <li>- the direct and the indirect object complement personal pronouns ;</li> <li>- si (if) + present and si (if)+ imperfect tense (imparfait) ;</li> <li>- the conditional present (form and values) ;</li> <li>- vocabulary of the professional qualities and the introducing verbs (être (be)/ avoir (have)/ ne pas avoir (not have)/ aimer (love)/ savoir (know)/ connaître (know)/ faire (do)) ;</li> <li>- the logical connectors (d'une part...d'autre part (from one hand ... from the other hand), d'ailleurs (besides), il est vrai que... (it is true that...)) ;</li> <li>- the comparison ;</li> <li>- the concession ;</li> <li>- the idiomatic expressions ;</li> <li>- adress as «tu» and as «vous» (form and uses).</li> </ul>

• B1.2

<b>B1</b>	<b>Intermediate user</b>	
<b>B1.2</b>	<p><b>Competences at the end of the level B1.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- understand and use the expression of feelings and wishes ;</li> <li>- tell a story, events by distinguishing different tenses of the narrative ;</li> <li>- read and understand a lengthy text ;</li> <li>- write a coherent text, with simple and detailed descriptions on a wide range of topics ;</li> <li>- write brief reports of a standard form which transmit factual everyday information and justify actions ;</li> <li>- speak about his/her projects ;</li> <li>- express and argue a point of view ;</li> <li>- give and seek a viewpoint ;</li> <li>- do a complaint in a complex way ;</li> <li>- speak briefly in public and adapt his/her intonation according to the goal of his/her intervention.</li> </ul>	
<b>Objectifs</b>	<p><b>Communicative objectives</b></p> <ul style="list-style-type: none"> <li>- speak of the past : tell and write a souvenir, an anecdote, a news item (fait divers) ;</li> <li>- organise events in an account, situate in time ;</li> <li>- describe the circumstances which surround a narrative ;</li> <li>- tell and describe a story ;</li> <li>- express his/her agreement or disagreement ;</li> <li>- know how to describe his/her academic and/or professional experience ;</li> <li>- express objectives ;</li> <li>- seek something from someone : information, a viewpoint, an advice, an authorization ;</li> <li>- ask someone to do something : express hopes, wills ;</li> <li>- read a text in a dramatic way.</li> </ul>	<p><b>Linguistic objectives</b></p> <ul style="list-style-type: none"> <li>- tenses of the narrative : the imperfect tense (imparfait) /the pluperfect (le plus-que-parfait)/ the compound past tense (the passé composé) / simple past [forms and values] ;</li> <li>- opposition : the compound past tense (the passé composé)/ the imperfect tense (imparfait);</li> <li>- opposition : the compound past tense (the passé composé)/ past simple ;</li> <li>- concord of the past participle ;</li> <li>- the temporal markers ;</li> <li>- expression of goal, of cause, of tense, of consequence ;</li> <li>- the gerundive [forms and values] ;</li> <li>- the indicative and subjunctive after the verbs which express wish or will ;</li> <li>- the passive form ;</li> <li>- the nominal sentences ;</li> <li>- the logical connectors ;</li> <li>- prepositions with the name of countries ;</li> <li>- the concession ; «si» at the interro-negative form ;</li> <li>- formulate complex questions (adjectives and interrogative pronouns) ;</li> <li>- expression of intensity ;</li> <li>- expression of affirmation or negation other than «oui (yes)» or «non (no)» (tout à fait (absolutely), pas du tout (not at all)...).</li> </ul>

• B2.1

B2	Advanced user	
B2.1	<p><b>Competences at the end of the level B2.1</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- take part in a discussion ;</li> <li>- adapt the tone and the language register of his/her discourse to the interlocutor and to the communication context ;</li> <li>- use efficiently a wide range of linking words ;</li> <li>- make a description or a clear and coherent narrative ;</li> <li>- analyse documents (explicit, implicit) and take position ;</li> <li>- convince ;</li> <li>- understand movies, interviews in standard language ;</li> <li>- write and interpret texts.</li> </ul>	
Objectifs	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- participate actively in formal and informal discussions ;</li> <li>- distinguish different language registers (familiar, ordinary, sustained) and use them in an adequate way according to the communication context and to the receiver ;</li> <li>- express his/her opinion, express a hope, reproach, suggest, make a polite request, express doubt ;</li> <li>- present facts as uncertain or doubtful ;</li> <li>- speak of past events ;</li> <li>- give an advice/persuade someone ;</li> <li>- compliment ;</li> <li>- analyse a document, work around the objectivity/subjectivity, the explicit/implicit ;</li> <li>- highlight information ;</li> <li>- summarise, synthesize the general ideas of a document ;</li> <li>- make hypotheses on the meaning of a new word basing himself/herself on the context.</li> </ul>	<ul style="list-style-type: none"> <li>- the compound relative pronouns (lequel, auquel ...) (which) ;</li> <li>- the proverbs ;</li> <li>- the apocopes ;</li> <li>- c'est(it is)/ ce sont(they are)... qui (who)/ que (that) ;</li> <li>- conditional present/past [forms and values] ;</li> <li>- personal pronouns «on (we)» ;</li> <li>- the imperative [forms and values] ;</li> <li>- the indirect injunctions ;</li> <li>- the nominal sentences ;</li> <li>- the interrogative sentences in the different registers of language ;</li> <li>- the subject «on (we)» : forms and values ;</li> <li>- the deletion of the subject in some familiar expressions.</li> </ul>

• B2.2

<b>B2</b>	<b>Advanced user</b>	
<b>B2.2</b>	<p><b>Competences at the end of the level B2.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- produce a viewpoint on a topic ;</li> <li>- present and defend his/her opinions, take up a position in an argumentative way ;</li> <li>- transmit different degrees of emotion and underline what is important in an event or experience ;</li> <li>- extract the general ideas of a lengthy written or oral document ;</li> <li>- take notes from a sound or written medium ;</li> <li>- write the commentary, the analysis of a document ;</li> <li>- express probability ;</li> <li>- write poems respecting the characteristics of this type (genre) ;</li> <li>- write complex and lengthy texts.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- express his/her feelings, his/her sensations ;</li> <li>- make and justify value judgement ;</li> <li>- write a commentary, an analysis ;</li> <li>- know and use different kinds of outlines to talk, deconstruct, argue (dialectical, analytical, chronological...);</li> <li>- present orally a document ;</li> <li>- situate in space ;</li> <li>- take notes efficiently ;</li> <li>- speak in front of an audience to present a work, a graphic document ;</li> <li>- read, tell a text using the intonation that corresponds to the situation of the communication.</li> </ul>	<ul style="list-style-type: none"> <li>- the negation ;</li> <li>- the undefined ;</li> <li>- feelings expression and use of the subjunctive ;</li> <li>- the imperative ;</li> <li>- the prepositions and prepositional phrases ;</li> <li>- the probability adverbs ;</li> <li>- the perception verbs ;</li> <li>- the vocabulary of sensations, of emotions ;</li> <li>- recognise the «irregularities» between pronunciation and spelling conventions ;</li> <li>- the vocabulary of the body, expressions full of imagery ;</li> <li>- work around the meaning of the adjectives according to their position in the sentence ;</li> <li>- the restriction ;</li> <li>- «pour» (for)/ «par» (by) ;</li> <li>- the punctuation (marks, capital letters).</li> </ul>

• B2.3

B2	Advanced user	
B2.3	<p><b>Competences at the end of the level B2.3</b></p> <p><b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- defend a point of view and react to the arguments of others in a discussion or a talk ;</li> <li>- develop reasoning on the basis of his/her judgements ;</li> <li>- construct a logical argumentation, make a coherent plan with regard to the case ;</li> <li>- vary the formulation ;</li> <li>- report and formulate exchanges ;</li> <li>- understand a lengthy oral or written document and extract the main ideas from it ;</li> <li>- take notes efficiently ;</li> <li>- participate and animate a meeting ;</li> <li>- write a report (books, films, meetings) ;</li> <li>- write a formal letter (layout, organisation and formula).</li> </ul>	
Objectifs	<p><b>Communicative objectives</b></p> <ul style="list-style-type: none"> <li>- make a talk ;</li> <li>- speak continuously in front of an audience ;</li> <li>- make an outline, construct efficient introductions and conclusions ;</li> <li>- organise his/her arguments ;</li> <li>- express a point of view and know how to justify and defend it ;</li> <li>- understand the main ideas of a text or a listening ;</li> <li>- know how to identify and differentiate the theme, the topic and the case of a document ;</li> <li>- distinguish different feelings and opinions ;</li> <li>- formulate hypotheses ;</li> <li>- can repeat back what someone has said ;</li> <li>- write a coherent text ;</li> <li>- write a report of a meeting ;</li> <li>- master the techniques of turn taking in public : captivate the audience, hold the attention ;</li> <li>- master the techniques of animating a meeting ;</li> <li>- vary a written or an oral document to adapt it to the addressee.</li> </ul>	<p><b>Linguistic objectives</b></p> <ul style="list-style-type: none"> <li>- enumeration formula ;</li> <li>- formula of appeal and politeness ;</li> <li>- express cause, consequence, goal, opposition, restriction ;</li> <li>- the subjunctive after the expressions of opinion, restriction, goal ;</li> <li>- nominalisation ;</li> <li>- grammatical anaphora (possessive and demonstrative pronouns) and lexical anaphora (synonym, expressions full of imagery, generic nouns...) ;</li> <li>- formula and figure of speech ;</li> <li>- contrast (mise en relief) ;</li> <li>- express hypothesis and condition ;</li> <li>- conditional of politeness and the negation of the preterition ;</li> <li>- direct, indirect and free discourse ;</li> <li>- concordance of tenses ;</li> <li>- impersonal and passive patterns ;</li> <li>- past participle /present participle ;</li> <li>- introducing verbs ;</li> <li>- express gratitude, regrets, wishes, satisfaction ;</li> <li>- modalisation verbes, adverbs and adjectives.</li> </ul>

• C1.1 : Expression and communication techniques

<b>C1</b>	<b>Independent user</b>	
<b>C1.1</b>	<p><b>Competences at the end of the level C1.1</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- present and/or describe a complex topic integrating secondary arguments and developing particular points to arrive to an appropriate conclusion ;</li> <li>- argue, defend a point of view, justify and answer spontaneously and fluently ;</li> <li>- do a clear and structured talk on a complex topic, develop and confirm his/her viewpoints ;</li> <li>- write descriptive, clear, detailed and complex texts, in a controlled style ;</li> <li>- express himself/herself clearly, with precision and efficiency in his/her personal and professional correspondence ;</li> <li>- follow and understand an intervention of the kind of : lectures, discussions and debates, with ease, on abstract and complex subjects even out of his/her domain of competence ;</li> <li>- understand lengthy and complex texts, whether related or not to his/her domain of competence ;</li> <li>- take detailed and precise notes during a lecture in every domain ;</li> <li>- summarise long and complex texts.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- analyze and understand a document of various kinds : oral or written ;</li> <li>- take notes ;</li> <li>- reformulate ;</li> <li>- master the different types of outlines ;</li> <li>- summarise ;</li> <li>- make a synthesis of documents ;</li> <li>- prepare a talk ;</li> <li>- make a talk according to different modalities.</li> </ul>	<ul style="list-style-type: none"> <li>- the synonymy ;</li> <li>- the implicit ;</li> <li>- the abbreviations ;</li> <li>- the eye-catching and the announcement of the theme ;</li> <li>- Listing arguments ('argumentaire) ;</li> <li>- the examples ;</li> <li>- the verbs of opinion ;</li> <li>- the enunciation attitude (je (I), on (we), nous (we), vous (you)) ;</li> <li>- the connectors ;</li> <li>- the transitions ;</li> <li>- the conclusion ;</li> <li>- the formal endings ;</li> <li>- the strategies of the interpellation of the audience ;</li> <li>- reminder formula ;</li> <li>- management of a debate ;</li> <li>- the logical connectors ;</li> <li>- the nominal sentences.</li> </ul>

• C1.2 : Professional writing techniques

<b>C1</b>	<b>Independent user</b>	
<b>C1.2</b>	<p><b>Competences at the end of the level C1.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- make a clear and detailed description, with ease ;</li> <li>- expose in a written form, clearly and in a structured way, a complex subject, emphasise the main points ;</li> <li>- present and justify his/her point of view at length, using arguments, precise and relevant examples ;</li> <li>- understand, in detail, a wide range of texts which we can meet in social, professional or academic life, extract from them the main points ;</li> <li>- understand any type of correspondence ;</li> <li>- use language in society with ease and efficiency ;</li> <li>- keep up with a discussion, even on abstract, complex and unfamiliar topics ;</li> <li>- follow easily exchanges between external partners in a discussion, a debate, participate to them even on abstract, complex and unfamiliar topics ;</li> <li>- argue a formal position convincingly by responding to questions, comments and counter arguments, fluently, spontaneously and appropriately ;</li> <li>- fully participate to an interview as an interviewer or as an interviewee.</li> </ul>	
<b>Objectifs</b>	<b>Communicative objectives</b>	<b>Linguistic objectives</b>
	<ul style="list-style-type: none"> <li>- master the complex code of correspondences : write formal letters whatever is the topic and the domain (administrative, academic, professional) ;</li> <li>- write letters of complaint ;</li> <li>- briefing notes ;</li> <li>- write records (procès verbaux) ;</li> <li>- write reports ;</li> <li>- write a CV ;</li> <li>- master different types of interviews ;</li> <li>- animate work meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- invitation formula ;</li> <li>- formal endings ;</li> <li>- neuter style : write with diplomacy, without injunction ;</li> <li>- impersonal style ;</li> <li>- conditional ;</li> <li>- concision : resort to short sentences ;</li> <li>- clearness : use of the right verb ;</li> <li>- objectification ;</li> <li>- coherence and cohesion of a reasoning ;</li> <li>- argumentation and illustration ;</li> <li>- anaphora ;</li> <li>- logical connectors.</li> </ul>

• C2 : Ateliers d'écriture personnalisée, universitaire et professionnelle

<b>C2</b>	<b>Independent user</b>	
<b>C2.1 and C2.2</b>	<p><b>Competences at the end of the level C2.1 and C2.2</b>  <b>The student will be able to :</b></p> <ul style="list-style-type: none"> <li>- present a complex topic, fluently, in a structured way and adapt the talk to the needs of the audience ;</li> <li>- handle difficult and even hostile questioning ;</li> <li>- write elaborate texts, smoothly flowing, in an appropriate and efficient style, with a logical structure ;</li> <li>- produce reports, articles and complex essays which present a case ;</li> <li>- propose, in an oral and/or written production, a logical outline adapted and efficient which helps the reader find the important points ;</li> <li>- understand any kind of spoken language, whether live or broadcast delivered at any speed ;</li> <li>- follow a lecture or a specialised talk ;</li> <li>- understand and interpret in a critical way nearly every kind of written documents, including (literary or not) abstract and/or complex texts ;</li> <li>- understand a wide range of long and complex texts by appreciating subtle distinctions of style and implicit as well as explicit meaning ;</li> <li>- understand any native speaker, even on specialised, abstract and complex topics and out of his/her domain of competence ;</li> <li>- defend his/her position in a formal discussion on complex questions.</li> </ul>	
<b>Objectifs</b>	<p><b>Communicative objectives</b></p> <ul style="list-style-type: none"> <li>- make a case out of a private or professional writing situation ;</li> <li>- identify the stakes of a writing situation ;</li> <li>- define a writing project and its type of discourse :</li> <li>• narrative and descriptive : texts to inform ;</li> <li>• argumentative : texts to persuade, convince (open letters , reports).</li> <li>- plan a writing project ;</li> <li>- adapt the project to the constraints of the communication situation (addressee, type) ;</li> <li>- the first sketch of writing ;</li> <li>- diagnose the first sketch ;</li> <li>- articulate and exploit the activities of reading to solve the writing problems ;</li> <li>- rewrite, develop the first sketch and revise it...</li> </ul>	<p><b>Linguistic objectives</b></p> <ul style="list-style-type: none"> <li>- polysemy ;</li> <li>- synonymy/antonymy ;</li> <li>- denotation/connotation ;</li> <li>- direct discourse ;</li> <li>- indirect discourse ;</li> <li>- free direct discourse ;</li> <li>- narration and narrative pattern ;</li> <li>- the argumentative strategies: support, convince, refute, discuss ;</li> <li>- the different types of thematic progression ;</li> <li>- the temporal values : <ul style="list-style-type: none"> <li>• mode, tense and aspect ;</li> <li>• present of statement ;</li> <li>• present of narration ;</li> <li>• present conditional ;</li> <li>• passé composé (compound past tense)/imparfait (imperfect tense) ;</li> <li>• passé composé (compound past tense)/passé simple (past simple) ;</li> <li>• concordance of tenses...</li> </ul> </li> </ul>

# The diplomas of the Ministries of National Education and Higher Education: the DELF and DALF

The French Ministries of Education and Higher Education offer diplomas to validate your competences in French and officially certify your level of language. The courses of the French Cultural Centre offer the opportunity to prepare for the diplomas of the Ministries of National Education and Higher Education: the Diplôme d'études en langue française (DELF) and the Diplôme Approfondi de Langue Française (DALF).

These diplomas are independent and are awarded for the mastery of the four language skills.

They are valid indefinitely.

They correspond to the six levels of the Common European Framework of Reference for Languages.

**The DELF B2, the DALF C1 and the DALF C2 exempt from taking any language admission test into French universities.**

## Diplôme d'études en langue française (DELF) A1

Description	Duration	Mark out of
Listening comprehension	About 20 mn	/25
Written comprehension	30 mn	/25
Written production (Writing)	45 mn	/25
Oral production (Speaking)	6 to 8 mn Preparation time : 10 mn	/25
<p>Total length of group examinations is 1 hour 20 minutes.            Total mark out of 100.            Minimum grade for graduation : 50/100.            A minimum of 5/25 is required in each examination.</p>		

## Diplôme d'études en langue française (DELF) A2

Description	Duration	Mark out of
Listening comprehension	About 25 mn	/25
Written comprehension	30 mn	/25
Written production (Writing)	45 mn	/25
Oral production (Speaking)	6 to 8 mn Preparation time : 10 mn	/25
<p>Total length of group examinations is 1 hour 40 minutes.            Total mark out of 100.            Minimum grade for graduation : 50/100.            Pass mark in each examination : 5/25.</p>		

## Diplôme d'études en langue française (DELF) B1

Description	Duration	Mark out of
Listening comprehension	About 25 mn	/25
Written comprehension	35 mn	/25
Written production (Writing)	45 mn	/25
Oral production (Speaking)	15 mn Preparation time : 10 mn for the third exam	/25
<p>Total length of group examinations is 1 hour 45 minutes.                      Total mark out of 100.                      Minimum grade for graduation : 50/100.                      Pass mark in each examination : 5 / 25.</p>		

## Diplôme d'études en langue française (DELF) B2

Description	Duration	Mark out of
Listening comprehension	About 30 mn	/25
Written comprehension	1 hour	/25
Written production (Writing)	1 hour	/25
Oral production (Speaking)	20 mn Preparation time : 30 mn	/25
<p>Total length of group examinations is 2 hours 30 minutes.                      Total mark out of 100.                      Minimum grade for graduation : 50/100.                      Pass mark in each examination : 5/25.</p>		

## Diplôme approfondi de langue française (DALF) C1

Description	Duration	Mark out of
Listening comprehension	About 40 mn	/25
Written comprehension	50 mn	/25
Written production (Writing)	2 hours 30 mn	/25
Oral production (Speaking)	30 mn Preparation time : 1 hour	/25
<p>Total length of group examinations is 4 hours.                      Total mark out of 100.                      Minimum grade for graduation : 50/100.                      Pass mark in each examination : 5/25.</p>		

## Diplôme approfondi de langue française (DALF) C2

Description	Duration	Mark out of
Oral comprehension and production	1h30 2 listenings : 30 minutes Preparation time : 1 hour	/50
Written comprehension and production	3 hours 30	/50
<p>Total length of group examinations is 3 hours 30 minutes.                      Total mark out of 100.                      Minimum grade for graduation : 50/100.                      Pass mark in each examination : 5/25.</p>		

## Tests of the Ministries of National Education and Higher Education: the TCF SO and the TCF DAP

The French language test (TCF) has not the value of a diploma.

TCF assesses a person's level of French language for general purposes. It is intended for people who are not native French speakers and who, for professional, personal or academic reasons, wish to have their competency in French assessed and certified simply, reliably and quickly.

All candidates receive a certificate of results that grades them at one of six levels (from A1 to C2) on the competency scale defined by the Council of Europe (Common European Framework of Reference for Languages).

The issued certificate is valid for two years.

- **TCF SO (Test de connaissance du français sur ordinateur, or The French language test (TCF) on computer):**

Target audience : all people for personal, professional or academic reasons.

Assessed levels : A1 to C2

<b>TCF SO (1h30)</b>
Listening comprehension (30 items)
Mastery of language patterns (20 items)
Reading comprehension (30 items)

Optional oral production (15 mn)

Optional written production (1h45)

- **TCF DAP (Test de connaissance du français pour la demande d'admission préalable, or The French language test for a preliminary admission application)**

Target audience : students who wish to submit a DAP (Demande d'Admission Préalable, or preliminary admission application) for admission on first and second year French university degree courses and for Architecture students.

Assessed levels : A1 to C2

<b>TCF DAP (3h)</b>
Oral comprehension (30 items)
Mastery of language patterns (20 items)
Reading comprehension (30 items)
Written production

## The French assessment test of the Chamber of Commerce and Industry of Paris (CCIP): the TEF

The TEF takes place at the Algerian High School of Business (ESAA), partner of the French Cultural Centre.

For more information, thank you to visit the website : [www.esaa.dz](http://www.esaa.dz)

Target audience : all people for personal, professional or academic reasons.

Assessed levels : A1 to C2

TEF (2h10)
Written comprehension (50 items)
Oral comprehension (60 items)
Vocabulary and patterns (40 items)

Optional written production (1 h)

Optional oral production (35 mn)

## At the service of your learning

- **Media library :**

The media library of the French Cultural Centre of Algiers is a multidisciplinary library covering all knowledge.

Reference centres have been defined. They are divided into four documentary areas, including 46.000 works, 84 periodicals, 700 CDs, 1.200 documentaries in science, technology, humanities and social sciences, and 320 movies.

For anyone aged 14 and over, this media library open to members, from Saturday to Thursday, from 9:30 a.m. to 5:30 p.m., is a place of research, study and relaxation.

The spaces are divided into two levels with an organization of the collections according to thematic centres:

- Literature
- Current events
- Well-being and practical life
- Exact and applied Sciences
- Youth

- **Library of the learner :**

A new space «the library of the learner» is dedicated to you within the media library, located in the humanities, 1st floor, right.

Designed as a companion or a development tool in French, it proposes books, manuals, methods, audio cassettes, CD-ROMs that allow you to:

- improve your skills in : writing, listening comprehension and reading comprehension...
- prepare the exams of the diplomas of the French Ministries of Education and Higher Education: the DELF and DALF.

These materials are classified by colour according to the learning level of the training offer of the department of French language.

- A1 (A1.1, A1.2): yellow
- A2 (A2.1, A2.2): green
- B1 (B1.1, B1.2): blue
- B2 (B2.1, B2.2, B2.3): orange

- **Coming soon, opening of a centre for self-training / self-learning.**

- Cultural Program :

A dense and rich cultural program : conferences, cinema, exhibitions, concerts... is offered.

For the details of these programs, please visit the website : [www.ccf-dz.com/programme-culturel](http://www.ccf-dz.com/programme-culturel)

- Coffee area :

Warm and friendly, the coffee area welcomes you.  
Before or after the courses, to come together, to relax ...

- Department of French language :

**Opening hours : from Sunday to Thursday from 8 a.m to 5 p.m.**

**Phone : 021 73 78 20/21 office 236**

**Website : [www.ccf-dz.com/departement-de-langue-francaise](http://www.ccf-dz.com/departement-de-langue-francaise)**

**Address : Hassani Issad street, number 7, 16000 ALGIERS.**





# TRAINING OFFER, COURSES - DIPLOMAS - TESTS



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