ACTIVITES LANGAGIERES - THE LANGUAGE ACTIVITIES

End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire	
CODE	1. La compréhension de l'oral - Listening
001	- express personal opinions in discussions and assess what is unbiased argumentation
002	- when listening to a text distinguish facts from opinions and evaluations, and verify facts by means of questions - differentiated between subjective and objective messages and the communicative intent of the conversation partner
003	- comprendre des messages oraux produits dans des contextes diversifiés, à un débit normal, par un locuteur francophone
004	- To use strategies to clarify, register, analyse and retain information, depending on specific communication needs (main ideas; note-taking; ask for complementary information; prepare and use spreadsheets; schemes) - To interpret oral speeches different in complexity and formality (formulates, confronts and checks hypotheses about the content; acts in accordance with instructions and received information; identifies the subject or topics; distinguishes essential and accessory information; distinguishes objectivity and subjectivity; makes inferences and deductions; identifies elements of persuasion; recognizes aesthetic qualities of language) - To evaluate the degree of accuracy and appropriacy of oral speeches
005	- Extract the principal ideas and the relevant facts from presentations of a certain length or from not very long conferences and identify the purpose, the theme and the arguments in declarations or public debates in the media or in school life. - Understand presentations, speeches and conferences found in an academic context related to different subjects - Understand texts from the audiovisual media, such as debates on the radio or television and the listeners' opinions
006	- students perceive – listen/look at the text - they are calm and collected during this process - they take notes during the process
007	Classe de 10e du régime technique : A partir de l'écoute de documents authentiques (audiovisuels) en rapport avec une activité professionnelle, développer le sens de l'écoute et l'aptitude à reproduire oralement le contenu sous une forme simplifiée si nécessaire
00X	Identify the topic of what has been heard, draw out the main facts and events, separate the primary infomation from the secondary one, express his attitude to what has been heard
00Y	Identify the main facts and events, distinguish between important and minor information; understand the content of the text
	2. La compréhension de l'écrit - Reading
001	- use varied and flexible reading strategies in fiction and factual prose - read critically and assess the credibility of the texts - recognise argumentative strategies in texts
002	- apply the basics of study reading – scan for key words, express the main ideas in a text, form questions and take brief notes and excerpts from a text read or create summaries - when reading a text, distinguish facts from opinions and assessments, and verify facts by means of questions or comparison to available information resources

003	- comprendre des textes écrits concernant des thèmes d'actualité, culturels et scientifiques - (*)La lecture individuelle ou de groupe (à savoir : lecture repérage - lecture approfondissement - lecture analyse) implique une compréhension globale et analytique de textes divers. - (^) comparer différents textes et relever les similitudes et les variations
004	- To use reading autonomously, to locate, select and organize information - To recognize and comment on cultural, aesthetic, ethical, political and religious references in various text-types. - To recognize and comment on the relations between literary texts and social, historical and cultural context in which they were written
005	- Extract the principal ideas and the relevant facts from presentations of a certain length or from not very long conferences and identify the purpose, the theme and the arguments in declarations or public debates in the media or in school life - Identify and contrast the theme of written texts from public life and from the media; understand instructions which regulate social life and complex learning processes; infer the main and secondary themes; distinguish how the information is organised; contrast explanations and arguments and judge the effectiveness of the linguistic procedures used - Guided reading and recitation of contemporary poems, with special attention to the contribution of symbolism and innovators to poetic language, appreciating the value of the function of symbolic elements and of rhetoric and metric devices in the poem
006	- students perceive – read different non-literary texts - they are able to identify pragmatic features/elements - assess effectiveness of their (own) reading
007	Classe de 4e de l'eseignement général : - Etude de la littérature française du moyen âge: un aperçu rapide du genre épique et de la littérature courtoise Classe de 10e du régime technique : - lire des livres français adaptés à leur âge et en comprendre l'essentiel; - analyser d'une façon plus détaillée des textes précis et en saisir les idées forces et la structure; - familiariser les élèves avec les noms connus de la littérature française
00X	Read the text following orthoepic rules, identify the topic and the gist of what has been read, scan the text and choose the information needed, predict the content.
00Y	Understand a text, its theme and message, scan the text and find the required information, guess the content of the text

3. L'expression orale en interaction (en situation de dialogue) - Spoken interaction (in a dialogue situation)	
001	- participate in exploratory conversations on literature, drama and film - use texts from libraries, the internet ad mass media in a critical manner, discuss and elaborate on the texts and acknowledge the sources used. - express personal opinions in discussions and assess what is unbiased argumentation
002	- differentiate between subjective and objective messages and recognise the communicative intent of the conversation partner - participate in a discussion, run a discussion, and apply the principles of communication and rules of a dialogue - employ suitable verbal, non-verbal and paralinguistic features of speech in both prepared and improvised oral expressions
003	- interagir avec un interlocuteur dans une conversation fonctionnelle à la situation et au contexte proposés

004	- To follow dialogs, discussions or presentations, intervening appropriately and constructively - To assume different roles, adapting the discursive strategies to the functions and to the goals of communication - To respect the conventions which regulate the verbal interaction
005	Active participation in debates appropriate to school life, especially in proposals for planning activities and in presenting reports which describe and evaluate the tasks
006	- students participate in different conversations/discourses - they are able to analyse conversations/discourses - they assess conversations/discourses with arguments and opinions
007	Classe de 10e du régime technique : - discuter en français des problèmes qui les intéressent ou qui peuvent avoir quelque importance dans leur vie privée ou professionnelle
00X	Be able to follow through the talk on the topics known, carry on a dialogue following the rules of etiquette, ask for information
00Y	Interact according to the norms of the target language, take part in a conversation on familiar topics/ ask for information

4. L'expression orale en continu (exposé, description, récit, …) - Spoken production (description, presentation, narrative, etc)	
001	- present results of in-depth studies on three selected topics: an author, a literary theme and a language topic - give simple lectures, presentations and readings with interpretations, and participate in role play and dramatisation, adapted to different audiences
002	- communicate in a cultivated manner, concisely, using language means adequate for the given communication situation - prepare a presentation independently and deliver it using the text as a support
003	- produire, à l'oral et à l'écrit, des textes descriptifs, informatifs et argumentatifs avec clarté logique et précision lexicale - (*)l'entraînement à l'expression orale à travers l'analyse argumentée, en partant de l'actualité quotidienne et de la littérature française - (^) savoir s'exprimer de façon correcte et aisée en annonçant sa pensée
004	- To organize speech, guaranteeing the progression of ideas and placing them into a hierarchy - To produce different types of speeches, adapted to the situations and goals of communication (express feelings and emotions; report / recount; inform / explain; describe; make critical appreciations; present and supports an idea, behaviour and value; argue / convince the interlocutors; make oral presentations; construct / recreate imaginary universes) - To speak fluently and accurately, using verbal and non-verbal communication with a degree of complexity appropriate to the situations of communication
005	- Present, explain, argument, summarise and comment, on paper or in a digital format, using the appropriate register, organising ideas with clarity, linking the headings in coherent lineal sequences, respecting the rules of grammar and spelling and valuing the importance of planning and revising texts - Make clear and well structured oral presentations on themes related to school life or social, political or cultural news items which can be seen from different points of view and attitudes with the use of audiovisual media and ICT - Present a well-expressed opinion about individual readings of stories of a certain length and novels from the C19th to the present day; to evaluate the structure and use of the elements of the genre, the use of language, the point of view and the craft of the author; to relate the meaning and context of the work to one's own experience

006	- formulate(orally) variety of texts included in school curriculum – formulate logical, sensible, intelligible, appropriate, effective and correct texts - assess their speaking performance, notice /detect their own shortcomings and reduce mistakes - give reasons for improvement of their own and other texts
007	Classe de 4e de l'enseignement général : - Lecture, récitation, compte-rendu, exposé, discussion,…
00X	Independently form joint monologues presentations (information, report and etc) in accordance with the topic given, using the tools of argumenting and reasoning
00Y	Tell stories, give explanation, description, presentation, argumentation.
5. L'expression écrite (compte rendu, article …) - Writing expression (report, article, etc)	
001	- use various media sources and aesthetic expressions in personal texts relating to the Norwegian subject curriculum and interdisciplinary texts - read and write texts in various genres, including fiction and factual texts in the first-choice and second-choice Norwegian languages, such as articles, discussion input, formal letters, short stories, narratives, poems, drama texts and informal talks - show how texts in various genres can be constructed in different ways
002	- utilise his/her knowledge of language and style for a grammatically and factually correct written expression, for his/her creative work with a text or for his/her creative writing on the basis of his/her potential and personal preferences - formulate in writing his/her impressions from reading and from having attended a theatre or film performance and his/her opinions on a work of art - create his/her own literary text based on his/her abilities and acquired knowledge of the basics of literary theory
003	- produire, à l'oral et à l'écrit, des textes descriptifs, informatifs et argumentatifs avec clarté logique et précision lexicale - (*) On part de la construction d'énoncés simples, pour arriver à des productions écrites plus complexes, en s'appuyant sur des textes à caractère descriptif, informatif, narratif et littéraire
004	- To use, autonomously, strategies for organising, preparing, planning and producing written texts - To select appropriate text-types, related to the goals and the specific contexts (narrative, real or fictional; descriptive, real or fictional; dialogues; argumentative; media; letters; reports) - To use the ICT critically for producing, revising and editing texts
005	- Compose texts appropriate to everyday life and social relations such as forums, application forms, reclamations, CV's and leaflets - Compose, on paper or in a digital format, academic texts, especially essays, texts which explain and argue based on information from different sources and produced using mind maps and summaries, and the preparation of plans and reports on tasks and learning - Compose texts appropriate to the media such as letters to the editor and articles of opinion (editorials and opinion columns), written for paper or digital format - Compose texts with a literary intent, and preparation of essays about works read. Use the school library, local libraries and on-line libraries with certain autonomy NB: *We add one more because the curriculum is centred on the social use of language in four different contexts: social relationships, the media, the academic field (texts for learning) and literature*
006	- compose (write) texts defined by school curriculum; write imaginative, interesting and thoughtful texts which are appropriate to task, reader and purpose, are logical, intelligible, effective and correct - evaluate their own written texts and notice/detect shortcomings and reduce mistakes - give reasons for improvement of their own and other texts

007	Classe de 4e de l'enseignement général : introduction à la dissertation id. général : Exercices de style et d'expression, activités d'entraînement à l'autonomie lexicale, approfondissement de certains points de grammaire pour combler les déficits des élèves. Le titulaire fera un choix selon les besoins de la classe Classe de 10e du régime technique : - présenter une argumentation au sujet de problèmes précis sous forme de "devoirs d'idées"; - présenter un commentaire de texte à partir de la reconnaissance des éléments structurants permettant de préciser et de formuler en des termes différents le contenu d'un texte (Compréhension de l'écrit et expression écrite)
00X	Expound on what has been read or heard (in details, generally, by altering the beginning and the end), write personal letters using the rules of speech etiquette, write autobiography, instructions, announcements, draw a plan.
00Y	Write personal letters, instructions, notices, CVs, short essays

6. La médiation (résumé, compte rendu, traduction…) - Mediation (summary, report, translation etc)	
001	- chair and take minutes from meetings and discussions - explain how meaning and expression are rendered and changed when simple stories, cartoons and pop lyrics are translated into Norwegian - understand and reproduce information from Swedish and Danish everyday language
002	- arrange information in a text with respect to its purpose; form a coherent text while adhering to the rules of inter-sentential linking - apply his/her knowledge of the language norm when creating language expression adequate to the communication situation - retell coherently a text they have read; describe in simple terms the structure and language of a literary work and interpret its meaning in their own words
003	- apprendre à schématiser par points et avec concision pour relever la structure de thèses ou de discours
004	- To use, with progressive efficiency, techniques of textual reformulation (paraphrase; synthesis; summary) - To reproduce speeches by using techniques of reformulation (report; paraphrase; synthesis)
005	- Understand school-based texts, with special reference to consultation, in different media, of dictionaries, glossaries and other sources of information including extracts from essays - Use language to describe one's knowledge, ideas and feelings and to regulate one's own behaviour - A cooperative and respectful attitude in shared learning situations - Develop autonomy in reading and in appreciation of literature as a source of pleasure and a source of knowledge of other worlds, times and cultures
006	- students summarise texts - students are able to write a report about the event
007	---
00X	- Present generalized results of joint project activities, present information based on ones own life experience - Write a report about the results of joint projecting activity ; translate short texts using elements of commenting.
00Y	- Speak about one's own experience; present the results of the team project - Present the results of the team projects, translate short texts, introducing some comments

CODE	Commentaires éventuels - Any comments
003	Cette subdivision des activités langagières (sauf en ce qui concerne l'expression orale en interaction) ne permet pas de prendre en compte toute la variété de situations communicatives où diverses capacités sont mises à contribution : par exemple, comprendre un texte oral ou écrit (en une ou plusieurs langues) et en faire un compte rendu écrit ou un exposé oral. Ou bien s'agit-il dans ce cas d'activités que l'on pourrait appeler de « médiation » (cf. note 6 de ce questionnaire) ? *Les programmes analysés - remontant à 1998 - juste deux ans après la publication de la version expérimentale du CECR et de ses descripteurs - ne prévoyaient pas encore à l'époque de listes de compétences et, encore moins, de descripteurs véritables. Ils définissaient en général des finalités, des objectifs à atteindre, des contenus à maîtriser et des méthodologies à suivre dans l'enseignement. Ceux qui sont ici présentés comme descripteurs sont tous ceux qui ont été repérés dans le texte de référence. Cette remarque est valable pour tous les descripteurs proposés dans ce questionnaire.* *La couleur bordeaux est utilisée pour signaler dans les descripteurs (ou similaires) en langues une référence aux autres matières.* *L'emploi de la couleur rouge intervient lorsqu'un même descripteur est répété sous diverses « rubriques » et elle indique la partie, pour chaque rubrique, qui la concerne directement.* *(*) Ce signe n'indique pas de descripteurs véritables, mais des citations repérées dans les programmes. Il a été décidé de les signaler car elles pourraient facilement être transformées en descripteurs.* *(^) Ce symbole signale un descripteur du Programme du lycée classique, qui comprend aussi une section franco-italienne.*
006	Basic aims of teaching Slovene in primary school are: 1. Students adopt positive emotional and rational attitude to Slovene and are aware of the role of mother tongue and Slovene in their personal and societal life 2. Students develop their communicative competence in Slovene – ability to perceive and produce different texts 3. Students develop and maintain positive attitude to reading literary and non-litearary texts 4. Students develop the so-called builders of communicative competence - language competence (lexical, semantic, phonological and orthographic), stylistic competence, ability to communicate non-verbally and metalinguistic ability 5. 5 Not only do students develop a communicative competence through aestethic/literary texts, but they also gain knowledge of literature