

ACTIVITES LANGAGIERES - THE LANGUAGE ACTIVITIES

Fin du niveau CITE 1 - Fin du primaire - End of level ISCED 1 – End of primary	
CODE	1. La compréhension de l'oral - Listening
001	<ul style="list-style-type: none"> - tell stories, explain, give and receive messages - interact with others through play, dramatisation, conversation and discussions, and by practising the rules of group conversations - listen and give response to others in conversations, during presentations and when reading out loud! (competence aim after year 2) <p><i>NB: One of the characteristics of the Norwegian subject curricula is that a competence that is to be attained at an earlier level is not repeated but presupposed at a later level. To illustrate this, examples of competence aims after year 2/2.nd grade is some times included</i></p>
002	<ul style="list-style-type: none"> - understand oral instructions of reasonable difficulty - recognise a word's phonetic and graphic forms, segment words into phonemes, distinguish between long and short vowels
003	<ul style="list-style-type: none"> - (*) Il est important que l'enfant, depuis le début et pendant toute la durée du cours primaire, écoute lire l'instituteur, l'entende «exécuter» oralement la lecture de textes divers.
004	<ul style="list-style-type: none"> - To pay attention to what is listened to in order to: acquire the sense of intonation and rhythm; acquire new words; relate words to their meaning; report a told story; identify the gist and the theme; follow instructions; ... - To use techniques to register and retain information. - To identify differences and similarities between oral and written forms.
005	<ul style="list-style-type: none"> - Understand oral texts from the radio, television or internet with special attention to news items, interviews, children's reports and debates and commentaries on current affairs, to obtain general information about important facts and events, distinguishing fact from opinion. - Use audiovisual documents to obtain, select and relate useful materials for learning (identification, classification, comparison) with progressive autonomy - Understand the gist of common spoken texts, identifying the main and secondary ideas and identifying ideas, opinions and values which are not explicit.
006	<ul style="list-style-type: none"> - analyse, summarise and evaluate listening comprehension texts - present their perception of text and listening (must be able to identify and interpret the context) - assess their own ability for critical listening
007	<ul style="list-style-type: none"> - comprendre des consignes simples et les exécuter - identifier les idées essentielles d'un message dans la mesure où il s'agit d'une situation familière et de messages simples exprimés lentement dans un langage courant - suivre le fil conducteur d'une conversation dans laquelle il est impliqué.
00X	Listen and understand the indications of the teacher ; express comprehension or discomprehension with the help of verbal and non verbal means ; listen and understand the content of short texts (whether read out by the teacher or taped) and express his attitude to what has been heard
00Y	Understanding the teacher's instructions and directions; express understanding /non understanding with verbal and non- verbal means; understand short simple texts (read by teachers or recorded).

2. La compréhension de l'écrit - Reading	
001	<ul style="list-style-type: none"> - read children's literature and factual prose for children fluently with coherent understanding of the content. - use reading strategies and knowledge of text for learning purposes - create meaning in a text consisting of verbal as well as non-verbal elements.
002	<ul style="list-style-type: none"> - read texts of adequate difficulty with comprehension, and that both silently and aloud - read literary texts suitable to the given age and recite them by heart with proper phrasing and pace
003	<ul style="list-style-type: none"> - savoir lire et comprendre des textes d'usage quotidien, pratique et familier, [...] des textes faciles, scolaires ou non, même littéraires, susceptibles de faciliter les processus de l'interprétation - chercher et rassembler des informations en consultant des textes écrits (livres, journaux, encyclopédies, dictionnaires, etc...) - (*) Il est également important que l'instituteur crée des situations fonctionnelles de lecture. Par exemple, la recherche d'informations concernant l'étude de l'histoire, de la géographie, des mathématiques; l'examen de lettres et de matériel relatifs à la correspondance interscolaire.
004	<ul style="list-style-type: none"> - To identify (formal or meaning) relations between several texts creating intertextual nets - To analyse a text critically, about the content or the language - To select books of growing complexity, by his/her own initiative and according to his/her personal taste
005	<ul style="list-style-type: none"> - Understand specific information in texts appropriate to everyday situations of social interaction: correspondence, rules, programmes of activities, announcements, work plans or regulations - Understand texts from the social media, (including children's and youth websites) especially news items, interviews and letters to the editor, finding general information, locating important information - Understand texts in the school environment, on paper or in digital format, for learning or for information both teaching materials and everyday texts (informative or advertising leaflets, press, programmes, literary excerpts). - Guided reading of narrative texts from the oral tradition, children's literature, adaptations of classic works and contemporary literature, poems, stories and theatre plays <p>NB: <i>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) of course literature</i></p>
006	<ul style="list-style-type: none"> - analyse, summarise and evaluate the reading text - present their own perception of text and reading - assess their own text reading ability and skills
007	<ul style="list-style-type: none"> - lire un texte à haute voix - choisir de temps en temps les offres de lecture dans les phases d'activités libres et regarder des livres, mais de manière peu systématique. - comprendre un texte simple portant sur un sujet familier en identifiant les éléments pertinents p. ex. les personnages principaux d'un texte, mais l'interprétation du texte ne dépasse pas nécessairement la compréhension élémentaire - lire des livres pour enfants contenant des images illustrant le texte, écrits en langage simple
00X	Read known or unknown texts and understand the main content
00Y	Understand the main points of familiar or non familiar simple texts

3. L'expression orale en interaction (en situation de dialogue) - Spoken interaction (in a dialogue situation)	
001	<ul style="list-style-type: none"> - express thoughts on language, characters and plots in texts from daily life and from fiction from various times and cultures. - talk about a selection of songs, nursery rhymes, poems, stories and fairytales from the past and the present, in both the first-choice and second-choice Norwegian languages, in translation from the Sami language and from other cultures
002	<ul style="list-style-type: none"> - adhere to basic communication rules in a conversation - correctly conduct a dialogue, a telephone conversation, leave a message on an answering machine (or voicemail) - select proper intonation, stress, pauses and pace depending on the focus of his/her communicative intent
003	- améliorer sa propre façon de poser des questions, de répondre, expliquer, dialoguer en fonction des différents aspects de la communication
004	<ul style="list-style-type: none"> - To respect specific rules and roles, by listening to the others, waiting for his/her turn, respecting the theme - To begin, to maintain and to end simple conversations with different interlocutors - To ask for complementary information or explanations
005	<ul style="list-style-type: none"> - Understand and produce oral texts for learning and information, whether they be school texts or texts from everyday life, of an informal nature (conversations with peers and in group work) and at a more formal level (class presentations, interviews or debates) - Participate and cooperate in communicative social situations especially those designed to enhance coexistence (debates or moral questions designed to enhance coexistence), valuing and respecting the rules of oral interaction (turn-taking, different roles in the exchange, appropriate tone of voice, body language and gesture) - Show a cooperative and respectful attitude in shared learning situations
006	<ul style="list-style-type: none"> - analyse and evaluate discourse (conversation) - describe limitations (they are aware of) in verbal interaction with others - assess their own speaking ability (speaking performance)
007	<ul style="list-style-type: none"> - s'exprimer à l'aide de mots et de phrases simples lorsque l'interlocuteur est prêt à répéter plus lentement et à l'aider à formuler sa pensée - prendre la parole et réagir, le cas échéant, de manière hésitante lors d'une conversation - fournir des renseignements simples concernant sa personne, sa famille, son entourage
00X	Ask general question to one another, answer to general and specific questions based on the text or picture, take part in role games and performances, start a dialogue and follow it through.
00Y	Ask general and special questions about a text, a picture; communicate in everyday situations; start and maintain a dialogue.

4. L'expression orale en continu (exposé, description, récit, ...) - Spoken production (description, presentation, narrative, etc)	
001	<ul style="list-style-type: none"> - resent texts to fellow pupils - create stories by combining words, sound and pictures (competence aim after year 2) - give reasons for choices of texts and express his or her thoughts and perceptions relating to children's literature, drama, films, computer games and TV shows
002	<ul style="list-style-type: none"> - create a short oral expression based on his/her own experiences - reproduce the content of a text of adequate difficulty and remember substantial facts
003	---
004	<ul style="list-style-type: none"> - To produce oral texts, with coherence; distinguishing opening and closure; to gain and to maintain the attention of different audiences, to be supported by audio or ICT resources; to express the knowledge, opinions and arguments in a convincing way. - To produce discourse in order to tell a story, to report experiences or to share ideas - To tell a story that he/she has heard.
005	<ul style="list-style-type: none"> - Produce oral texts of a social media type through simulation or participation in order to present and share information and opinion. - Express oneself orally through texts which present knowledge, facts and opinions coherently. - Understand, memorise and recite poems with the appropriate rhythm, pronunciation and expression.
006	<ul style="list-style-type: none"> - 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
007	s'exprimer par des phrases courtes devant un public, phrases qui font partie d'un répertoire étudié en classe
00X	Present the content of pictures/series of pictures with/without any support to lexical stock, expound the content of what has been heard or read (in details, generally), tell about oneself and his relatives
00Y	Speak about oneself and one's family, retell a short simple story and describe some pictures if one has a plan or a list of words and even without them

5. L'expression écrite (compte rendu, article ...) - Writing expression (report, article, etc)	
001	<ul style="list-style-type: none"> - write stories, poems, letters and factual prose - lay out text with a heading, an introduction and a conclusion - write with a flowing and functional handwriting
002	<ul style="list-style-type: none"> - write simple types of communication correctly both in terms of content and form - create his/her own literary text on a given topic
003	<ul style="list-style-type: none"> - mettre au point des textes écrits faciles, du type pratique/communicatif (p. ex. prendre des notes, classer des données, rédiger des lettres, remplir des formulaires...) - (*) On écrit également en fonction de ses propres goûts: les élèves inventent des histoires, des contes, des poésies; ils décrivent des jeux et des expériences, transforment des textes, etc... - Il est nécessaire d'apprendre aux élèves - en les encourageant et en les y habituant - à se servir de toutes les formes d'écriture que l'on vient de citer, avec le maximum d'autonomie personnelle.
004	<ul style="list-style-type: none"> - To plan texts according to the aim, the addressee, the text-type and the content - To write texts by his/her own initiative to express knowledge, experiences, sensibility and imagination - To participate in collaborative writing projects in groups or wider networks
005	<ul style="list-style-type: none"> - Compose texts relevant to everyday social situations (correspondence, rules, programmes, announcements, work plans...), using the usual characteristics of these genres - Compose information and opinion texts found in the social media about important events with special reference to news, interviews, book and music reviews ..., in simulated or real situations. - Compose texts related to academic life to obtain, organise and communicate information (questionnaires, polls, summaries, plans, reports, descriptions, explanations...). - Recreate and compose poems and stories to communicate feelings, emotions, mood or memories, recognising the characteristics of certain models. <p>NB: <i>The same as for Reading: language in the four different contexts (social relationships, media, texts for learning and literature).</i></p>
006	<ul style="list-style-type: none"> - 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
007	<ul style="list-style-type: none"> - écrire librement un texte court globalement compréhensible dans lequel peuvent apparaître des phrases incomplètes et manquer les délimitations des phrases - produire des textes, tels que des comptes rendus subjectifs, des descriptions et des narrations - orthographier les mots les plus fréquents ; respecter une syntaxe élémentaire
00X	Copy sentences, texts, write down the content of what has been read or heard (in details, generally, by altering the beginning and the end), answer the questions related to life experience
00Y	Answer questions about oneself and one's family, copy sentences and texts, render the content of a story (briefly or in detail)

6. La médiation (résumé, compte rendu, traduction...) - Mediation (summary, report, translation etc)	
001	talk about a selection of songs, nursery rhymes, poems, stories and fairytales from the past and the present, in both the first-choice and second-choice Norwegian languages, in translation from the Sami language and from other cultures
002	<ul style="list-style-type: none"> - create an outline of a narration and prepare a short oral or written expression based on it while preserving chronological sequence - reproduce the content of a text of adequate difficulty and remember substantial facts
003	<ul style="list-style-type: none"> - effectuer la lecture, à haute voix et silencieusement, de textes divers, prouvant ainsi, par des pauses appropriées et les intonations nécessaires, en avoir compris le contenu d'une manière toujours plus conforme aux situations communicatives du texte - saisir, mettre en ordre et répéter avec des expressions à soi, le contenu de ce qu'on a entendu dire ou lire, de ce qu'on a lu
004	To reformulate, reinterpret or summarise texts
005	<ul style="list-style-type: none"> - Value writing as a means of relating to others, and of obtaining and reworking information and knowledge. - Show an interest in the neat presentation of written texts and respect for spelling rules.
006	students summarise texts
007	---
00X	---
00Y	---

CODE	Commentaires éventuels - Any comments
001	<p>One of the characteristics of the Norwegian subject curricula is that a competence that is to be attained at an earlier level is not repeated but presupposed at a later level. To illustrate this, examples of competence aims after year 2/2.nd grade is some times included (en relation avec 1. c.)</p> <p>Some of the competence aims in the Norwegian curricula are typically very broad, and will therefore for the purposes of this questionnaire be used repeatedly to illustrate different aspects of language learning (en relation avec 3 b)</p>
003	<p><i>Les programmes analysés - remontant à 1988 donc bien avant les réflexions autour du CECR et de ses descripteurs - ne prévoyaient pas à l'époque de listes de compétences et, encore moins, de descripteurs. Ils définissaient en général des finalités, des objectifs à atteindre, des contenus à maîtriser et des méthodologies à suivre. 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.</i></p> <p><i>La couleur bordeaux est utilisée pour signaler dans les descripteurs (ou similaires) en langues une référence aux autres matières.</i></p> <p><i>(*) 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.</i></p> <p>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) ?</p>
004	<p>Listening/Speaking; Reading, Writing and Language Explicit Knowledge (linguistic competence) are main competences of the curriculum; mediation is only a task, within the listening or reading competences</p>
005	<p>The central point of language education in the Spanish curriculum is the acquisition of the skills leading to a development of spoken and written production and comprehension, in meaningful social contexts, and in the field of literary communication, taking into account that the process of cultural literacy is always long term.</p>
007	<p><i>Ces activités langagières étaient déjà présentes dans le Plan d'études pour l'enseignement primaire de 1989, mais la nouvelle loi, qui entrera en vigueur à la rentrée 2009, met l'accent de façon spécifique sur tous les domaines langagiers, à l'exception de la médiation. L'évaluation et les bulletins en tiennent également compte de façon explicite.</i></p>