

ACTIVITES DE TYPE METALINGUISTIQUE METALINGUISTIC ACTIVITIES

Dimensions de la langue sur lesquelles portent les réflexions métalinguistiques Aspects of the language that are the subject of metalinguistic-type activities

End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire	
CODE	
001	- Assessment and self-assessment. - Reflection on content and style of different literary genres/topics.
002	- standard-colloquial Czech dichotomy - language of mass media and advertisements
003	- origine commune des langues - évolution des langues dans le temps - compétence métalinguistique fonctionnelle au plurilinguisme
004	Listening/Speaking, Reading, Writing and Explicit Language Knowledge (Variation and change; Phonology, Morphology, Syntax, Semantics, Pragmatics, Discourse Analyses
005	Use the correct linguistic terminology in the reflection on language use
006	All ongoing metalinguistic-type activities are in connection with the text – first students look at the text, understand it, analyze it and identify and describe linguistic features
007	Classe de 4e moderne : Exercices de style et d'expression, activités d'entraînement à l'autonomie lexicale
00X	- Idea about functioning of the language as a system idea about functioning of the language as a means of communication, - Idea about the types of the discourse

CODE	Commentaires éventuels - Any comments
003	A côté de la réflexion métalinguistique les programmes touchent également à la réflexion métacognitive sur les dimensions suivantes: - réflexion sur les processus d'apprentissage - habiletés d'étude - méthode travail personnelle - développement de la pensée logique (analyse et synthèse) - processus d'abstraction et de généralisation
004	In this level, metalanguage is progressively used and systematized.

LES DESCRIPTEURS

CODE	End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire

001	<ul style="list-style-type: none"> - give grounds for personal choices of literature and reading material based on knowledge of reading strategies - assess aesthetic techniques in composite texts taken from information and entertainment media, advertising and art and reflect upon how we are influenced by sounds, language and images - present personal response and perceptions in writing based on interpretation and reflection.
002	<ul style="list-style-type: none"> - work independently with the Rules of Czech Orthography, the Dictionary of the Standard Czech Language and further dictionaries and handbooks - recognise manipulative communication in mass media and adopt a critical stance towards it
003	<ul style="list-style-type: none"> - montrer les origines communes des langues et des cultures, appartenant à la même souche, ainsi que leurs évolutions inévitables au cours des siècles - acquérir une compétence métalinguistique fonctionnelle à la maîtrise de tout système linguistique bilingue ou plurilingue - (^) prendre conscience qu'il n'existe pas une langue monolithique mais des manifestations différentes d'une même langue
004	<ul style="list-style-type: none"> - To characterize the different literary genres and subgenres: narrative, lyric and drama - To characterize text design (narrative sequence: events; chain of events/ descriptive sequence: literary description, technical description, plans of description / expository sequence: referent; analysis or synthesis of ideas, concepts, theories / dialogic sequence: exchange of ideas, comment of events) - To distinguish syntactic processes of articulation between complex sentences (co-ordination / subordination)
005	<ul style="list-style-type: none"> - Apply strategies for organisation, acquisition, memorising and use of vocabulary*. - Analyse and reflect on use and meaning of appropriate grammatical forms through comparison and contrast with other languages spoken by the students*. - Participate in self evaluation and use self correction strategies*. - Organise personal work as a strategy for progress in the learning process*. <p>NB: * <i>The last four contents appear in Foreign Language</i></p>
006	<ul style="list-style-type: none"> - students identify vocabulary (words) and observe their role in sentences - students identify the structure of sentence and the relation between sentences - students identify the features of selected texts
007	<p>Classe de 4e :</p> <p>L'expression de la cause et de la conséquence L'expression du but L'expression de l'opposition L'expression de la condition</p> <p>Classe de 10e :</p> <ul style="list-style-type: none"> - Connaître tous les temps et modes des verbes usuels, en particulier aussi savoir: conjuguer les verbes réguliers et irréguliers appris au premier cycle (temps simples et temps composés). - Distinguer une forme verbale active d'une forme passive dans un texte - Connaître les différents types de verbes pronominaux - Procéder à l'analyse grammaticale d'une phrase en dégagant et en nommant certains éléments constitutifs. <p>Classe de 10e :</p> <p>Comprendre l'utilité du subjonctif comme moyen d'expression d'un processus ancré dans la subjectivité, à travers la construction de phrases complexes exprimant un sentiment, un but, un doute, une attente.</p>

00X	<ul style="list-style-type: none"> - Know how to determine the gender of the noun and be able to determine it, know how is the connection between the words in the wordcombination realized and be able to form word-combinations, know what the simple sentence is and be able to formulate simple sentences - Know what a dialogue and role game is and be able to take part in role games and dialogues in certain situation with the obligatory usage of rules and norm of the etiquette of speech, know the ways of expressing appeal, asking for advice and etc. and be able to express certain intentions - Know how to determine the topic and the main gist of the text, know how the type of the text is determined and be able to determine the peculiarities of relations between the sentences and suprasegmental units (simultaneity and succession of events).
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CODE	Commentaires éventuels - Any comments
007	<i>Ces programmes sont en train d'être retravaillés</i>