ELEMENTS OF COMMUNICATIVE COMPETENCE
COMPOSANTES DE LA COMPETENCE COMMUNICATIVE

End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire	
A. LINGUISTIC COMPETENCES - LA COMPOSANTE LINGUISTIQUE	
CODE	**1. Lexical competence - La compétence lexicale**
001	- recognize literary techniques such as humour, irony, contrasts and vocabulary with nuances in various texts - express herself or himself precisely and with a varied vocabulary with nuances in various texts in the first- choice and second-choice Norwegian languages
002	- employ suitable verbal, non-verbal and paralinguistic features of speech in both prepared and improvised oral expressions - differentiate between and exemplify in a text the most important Czech word-formation processes - distinguish between standard Czech, dialects and common Czech and justify their usage
003	- maîtriser les structures et les mécanismes de la langue à plusieurs niveaux : morphosyntaxique, lexical, textuel, pragmatique
004	- To consolidate processes of lexical enrichment of the Portuguese language - To find characteristics of word formation irregular processes and lexical innovation - To deduce the meaning of words from their context
005	- Recognise the semantic and syntactic schemes of the text, construction and revision of discourses in keeping with these schemes and the use of the syntactic terminology necessary in the activities: heading, clause and sentence; subject and predicate; nominal and verbal predicate ; subject, verb and complements; agent, cause and passive; impersonal sentence; active and passive sentence; transitive and intransitive sentence; complement: direct, indirect, "regime", circumstantial, agent and attribute; substantive, adjectival and adverbial subordinates. - Use procedures to write discourse in a coherent style and use the following terms: apposition, adjective and explicative relative clause; of participle and gerund construction; coordinated clauses (copulative, disjunctive, adversary and consecutive); causal, consecutive, conditional and concessive subordinates NB: *Notice that there is not explicit lexicon in our curriculum as it is related with oral and written expression in meaningful contexts*
006	- students identify vocabulary - words and their word-forms - form words from given common syntactic roots/stems (word formation) - are able to use lexical aids (dictionaries, glossaries, thesauruses) in written and electronic form
007	. Classe de 4e moderne : Exercices de style et d'expression, activités d'entraînement à l'autonomie lexicale Classe de 10e : Apprendre à enrichir son vocabulaire actif en s'exprimant sur des problèmes économiques concrets dont le caractère général permet une ouverture sur des problèmes sociaux ou écologiques.
2. Grammatical competence - La compétence grammaticale	
001	- Assess his or her own texts and personal writing development using knowledge of language and texts.
002	- classify word classes correctly, create standard word forms and use them consciously in a suitable communication situation - distinguish the meaning-based relationships between grammatical units in a clause and a compound or complex sentence - master the rules of morpho-syntactic agreement in a clause and in a sentence in his/her writing
003	- maîtriser les structures et les mécanismes de la langue à plusieurs niveaux : morphosyntaxique, lexical, textuel, pragmatique - (*) l'étude de la grammaire […] doit être le plus possible en situation;

004	- To consolidate processes of lexical enrichment of the Portuguese language - To systematize relations between immediate constituents of sentences and their syntactic functions - To differentiate syntactic processes of articulation between complex sentences
005	- Knowledge of different registers and the factors which influence the use of language in different social circumstances and valuing the importance of using the register appropriate to the circumstances and the situation - Identify and use thoughtfully different connective devices, with special attention to connectors of cause, consequence, condition and hypothesis, and of the grammatical and lexical mechanisms of internal referencing, encouraging autonomy in revision of the texts - Recognise and use coherently the temporal correlation in coordination and subordination of text and in reported speech (changing from direct to indirect speech). NB: *The Spanish curriculum is divided into sections, section 4, called* Knowledge of language *includes contents related to reflection on language and the acquisition of some concepts and of a grammar terminology. The presence of this Section is justified by the fact that the acquisition of language and communication skills requires reflection on different aspects of language: variation and the factors which explain dialects, register and social use; linguistic forms which indicate context within a text; procedures which contribute to cohesion in the text; the different syntactic possibilities which can be applied to express the same content; grammatical procedures to integrate various propositions into a cohesive utterance; mechanisms for word formation; grammar and spelling rules, etc.* *The interrelation of this Section with the rest means that syllabus planning related to this content must always be justified from the point of view of its relevance to improving skills in the use of the language. In the same way, this criterion must be applied when deciding on the level of complexity at which the contents should be taught.*
006	- they are able to formulate sentences from words, groups of sentences from sentences by observing semantic and formative relations - they rid of "critical points" in their practical mastery of grammar - identify individual parts of sentence
007	Classe de 4e moderne : approfondissement de certains points de grammaire pour combler les déficits des élèves Classe de 10e : faire l'analyse grammaticale des phrases, résoudre certaines difficultés grammaticales
3. Semantic competence - La compétence sémantique	
001	- explain how meaning and expression are rendered and changed when simple stories, cartoons and pop lyrics are translated into Norwegian - discuss and elaborate on how language can have discriminatory and injurious effects
002	- distinguish the semantic relations between clause elements in a clause and a sentence - identify tropes, particularly in phrasemes
003	- (*) l'enrichissement du lexique (valeur sémantique et pluralité des significations)
004	- To distinguish semantic properties which differentiate words with only one meaning from words with more than a meaning - To characterize relations between different categories, lexical and grammatical, to identify several semantic values in the sentence - To characterize attitudes of the speaker as a result of what is said by the participants in the verbal interaction
005	- Recognise and use some forms of expression of subjectivity in descriptive and argumentative texts and the identification and use of the variations which deictic forms adopt in relation to the communicative situation - Same as above, A.1.

006	- are able to explain the meaning of the given word/word phrase from the text - are able to select appropriate and effective vocabulary corresponding to the meaning (when producing texts) - they are aware that the meaning of the word affects the meaning of the text
007	Classe de 10e du régime technique : s'exprimer à l'oral et à l'écrit dans un français simple, cohérent et correct; (C. lexicale, grammaticale, orthographique et sémantique)

4. Orthographic competence - La compétence orthographique	
002	- master the rules of lexical, word-formation and morphological orthography as well as morpho-syntactic agreement in a clause and in a sentence in his/her written expression - 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
003	- (*) le renforcement de l'orthographe (lexicale et grammaticale)
005	Interest in neat presentation of written texts, be they on paper or digital, respecting rules of grammar, spelling and punctuation
006	- observe spelling, technical accuracy of syntax in phrases, clauses, sentences, texts and note deviations from standards - use spelling and punctuation aids (in written and electronic form) when producing texts - identify orthographic (punctuation) mistakes in their own and other texts, correct them and give reasons and arguments for their corrections
007	Classe de 10e du régime technique : s'exprimer à l'oral et à l'écrit dans un français simple, cohérent et correct; (C. lexicale, grammaticale, orthographique et sémantique

5. Phonological competence - La compétence phonologique	
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002	- use Czech and commonly used foreign words with standard pronunciation - employ suitable verbal, non-verbal and paralinguistic features of speech in both prepared and improvised oral expressions
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004	- To characterize phonological processes of insertion, deletion and changing of segments - To distinguish contexts of modification of the phonemes in the diachronous and synchronous plans of language
005	Knowledge and reflective use of the rules of spelling, using the appropriate terms in the explanation of their use (stressed syllable and accent mark, etc) and appreciating their social value and the importance of following the linguistic rules
006	- practise and master pronunciation of formal language (words, sentences and texts) - try to speak as formally as possible in conversation and during the intercourse with their teachers - detect their own and other pronunciation mistakes (correct and reduce mistakes)
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B. SOCIOLINGUISTIC COMPETENCE – LA COMPOSANTE SOCIOLINGUISTIQUE	
001	- elaborate on some characteristic of the main groups of Norwegian dialects
002	- differentiate between subjective and objective messages and recognise the communicative intent of the conversation partner - communicate in a cultivated manner, concisely, using language means adequate for the given communication situation - distinguish between standard Czech, dialects and common Czech and justify their usage

003	- développer une compétence de communication adéquate, pour interagir dans des contextes diversifiés - (*) les registres de langue en relation avec les situations de communication - (^) acquérir une sensibilité vis-à-vis de la langue écrite, en apprenant à nuancer sa pensée et à donner son avis
004	- To distinguish geographical, social and historical contexts which origin different varieties of the Portuguese language - To evaluate the degree of accuracy and appropriacy of discourses - To speak fluently and accurately, using verbal and non-verbal resources, with a complexity appropriate to the situations of communication
005	- Knowledge of different registers and the factors which influence the use of language in different social circumstances and valuing the importance of using the register appropriate to the circumstances and the situation - Knowledge of the linguistic diversity in Spain (languages and dialects) and of the current position of Spanish in the world - Identify the most significant characteristics with regard to customs, norms, attitudes and values of the society whose language is being studied; respect for cultural patterns different to the students' own*. - Knowledge of the most relevant cultural aspects of countries where the foreign language is spoken; obtain information from different mediums (among others) the Internet/ICT*. * In Foreign language
006	- they monitor their own and other communication in Slovene in different contexts and evaluate appropriatness in the given contexts - detect and identify their own and other stylistic mistakes, reduce them and support their corrections with arguments - they use different speech techniques (the same oral activity in different ways), appreciate/evaluate politeness appropriate to the context
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C. PRAGMATIC COMPETENCES - LA COMPOSANTE PRAGMATIQUE	
1. Discursive competence - La compétence discursive	
001	- recognize argumentative strategies in texts - assess his or her own texts and personal writing development using knowledge of language and texts
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 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; prepare a presentation independently and deliver it using the text as a support
003	- maîtriser les structures et les mécanismes de la langue à plusieurs niveaux : morphosyntaxique, lexical, textuel, pragmatique
004	- To recognize the essential properties of the texts (textual coherence; reference; textual cohesion) - To hierarchize the information, considering the continuity of sense, the thematic progression and the global coherence of the text - To identifiy rhetorical figures as linguistic mechanisms which generate various meanings
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
006	identify parts of text (paragraphs) and their cohesion and coherence

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2. Functional competence - La compétence fonctionnelle	
001	- assess his or her own and other people's oral presentations - recognize literary techniques such as humour, irony, contrasts and vocabulary with nuances in various texts
002	- differentiate between subjective and objective messages and recognise the communicative intent of the conversation partner - recognise manipulative communication in mass media and adopt a critical stance towards it - distinguish between standard and non-standard expressions and use standard language means fittingly depending on the communicative intent
003	- savoir écrire pour transmettre des messages, différés dans le temps et dans l'espace, ayant des fonctions et des buts divers ainsi qu'une adaptation au contexte
004	- To act in accordance with instructions and information - To identify elements of persuasion - To select text-types appropriate to specific contexts
005	Apply knowledge of the language and use of language to resolve problems of comprehension of oral and written texts and for the composition and autonomous revision of texts
006	- identify visual and audio non-verbal elements that accompany speech, present their role in speaking activity / conversation and their impact on listeners/interlocutors - compare non-verbal elements that accompany speech in conversations and talks, detect differences and give pragmatic reasons for them - observe non-verbal written messages (pictograms, graphs, maps, photographs), and present their intelligibility and effectiveness
007	Classe de 10e : les élèves discutent en français des problèmes qui les intéressent ou qui peuvent avoir quelque importance dans leur vie privée ou professionnelle; Classe de 10e : s'expriment sur des problèmes économiques concrets dont le caractère général permet une ouverture sur des problèmes sociaux ou écologiques

3. Interactive competence - La compétence interactionnelle	
001	- chair and take minutes from meetings and discussions - participate in exploratory conversations on literature, drama and film.
002	- 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 - communicate in a cultivated manner, concisely, using language means adequate for the given communication situation
004	- To pay attention to the listeners' verbal and non-verbal reactions in order to redirect the speech whenever necessary - To ask and to give information and explanations

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 - A cooperative and respectful attitude in shared learning situations - Participate actively in conversations and sketches about everyday and personal interest topics for different communicative purposes*. - Use spontaneous precise responses during classroom communication situations*. - Use conversational conventions in both real and simulated communication tasks*. - Autonomous use of communication strategies to initiate, maintain and finalise communicative exchanges*. * Foreign language
006	adapt the same texts to different listeners and explain their adaptations
007	Classe de 10e les élèves discutent en français des problèmes qui les intéressent

CODE	Any comments - Commentaires éventuels
003	*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, ce 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.*
004	*Orthographic competence is mostly developed in the 1st and 2nd cycles, so in the 3rd cycle it is treated together with other competences*