

New ways of organizing modern foreign language (MFL) teaching in 5th year (upper secondary school)

Working on one skill by term during modules sessions

File name: 57LBriquerie2Ann

NANCY-METZ ACADEMY

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- recognizing and differentiating sounds
- ... para-linguistic and peripheral elements
(tone, sound effect, type of document, title, introduction...)
- recognizing thanks to prosody (order, question, exclamation)
- ... logical bonds
- locating units of sense
- ... a communication intention (agreement, prayer, regret, preference, wish...)
- ... the central piece of information thanks to accentuation
- situating in time and space/ chronology
- ... the theme, the characters/ gather information for each character
- ... short messages (announcement, news, weather forecast) / dialogues
(telephone, interview, debate) / discursive messages (discourse, narrative).

- ... partially perceived segments (completing from the context).

- leaning on what is known to imagine
- giving out hypothesis at the beginning and during the listening and checking
(invalidating, confirming and justifying, giving your opinion).

- learning to take notes down
- learning to classify known information/ gathering informations
- learning to do an oral synthesis
- enriching your oral expression.

- Recognizing a verb, a noun, a determiner, an adjective, an adverb
- Derivation
- Markers and functions.

- Words « by km ».

 - peripheral elements (title, subtitle, date, author...)
 - giving out hypothesis from the title, from an introduction... and checking in the text.
 - the characters:
 - ♦ different designations
 - ♦ referents and functions («i.e» subject or direct object.)
 - ♦ relative pronouns.
 - T, L

- Using the context to find the meaning of a word
- Finding the meaning of a word using derivation and composition.
 - summing up the central piece of information in a written message (short / long)
 - Locating the central piece of information in each paragraph.

- Recognizing the elements which link the sentences together
- Logical bonds:
 - ♦ sense
 - ♦ locating syntactical groups
 - ♦ Finding the meaning of a sentence (relation of cause and effect for example.).

- verbs mood (real / unreal)
- Identifying the elements which express doubt, eventuality, supposition
- Identifying indirect speech
- Identifying the value of modals.

- finding the theme
- associating the document with the tasks to carry out (photo, cartoon, text to sum up, subject to develop.../ description, dialogue, summary, arguing, comparing, imagining, telling...).

- choosing adequate structures / linguistic facts
- choosing the adequate vocabulary
- mobilizing linguistic means :
 - ◆ verbal forms / tenses and moods
 - ◆ declination
 - ◆ modals
- notions-functions (hypothesis + subjunctive, agreement / disagreement, asking for information, aso...).

- being consistent to write a text
 - ◆ subordinate clauses and logical articulations
 - ◆ syntax
 - ◆ chronology
 - ◆ correlatives
- adapting the means of expression to a certain situation
- compensating gaps by a different wording.

- verifying the verb position
- verifying the marking of the nominal group
- verifying personal pronouns and relative pronouns.

In the margin :