

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

Working on one skill by term during modules sessions

File name: 57LBriquerie2Ann

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## Annex : targets by skill

### 5th year – ORAL COMPREHENSION (1<sup>st</sup> term)

#### Recognizing

- 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).

#### Compensating

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

#### Anticipating

- 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).

#### Methodology

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

## 5th year- WRITTEN COMPREHENSION (2<sup>nd</sup> term)

- Nature of words**
- Recognizing a verb, a noun, a determiner, an adjective, an adverb
  - Derivation
  - Markers and functions.
- Locating words**
- Words « by km ».
- Locating, Identifying**
- 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
- Infering, Deducing**
- Using the context to find the meaning of a word
  - Finding the meaning of a word using derivation and composition.
- handling information**
- summing up the central piece of information in a written message (short / long)
  - Locating the central piece of information in each paragraph.
- Linking form and sense**
- 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.).
- Recognizing logic**
- verbs mood (real / unreal)
  - Identifying the elements which express doubt, eventuality, supposition
  - Identifying indirect speech
  - Identifying the value of modals.
- Discerning implicit information in a text.**

## 5th year - WRITTEN EXPRESSION (3<sup>rd</sup> term)

### Analysing the central document / the theme

- 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...).

### Mobilizing one's knowledge

- 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...).

### Organizing information

- 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.

### Checking and correcting the written work

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

In the margin : **How to use a dictionary properly?**