

Information about the action

Pictures from the press, a learning tool for non-French speaking pupils

File name : 88EpinalCStExupery2005

NANCY-METZ ACADEMY

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Classes involved : Pupils from various classes with different levels(FFL)

Subjects : French, French as a foreign language (FFL)

Written in September 2005

Summary of the action

I teach French to a group of pupils who just arrived in France, therefore they don't speak French. To motivate these new comers I make them work on a daily newspaper called *L'ACTU*. I try to choose themes which interest them and which aim at several goals :

- Developing the idea of citizenship,
- Acquiring a language tool, grammar,
- Introducing a personal choice,
- Discovering France, its history and its culture,
- Developing oral expression
- « Securing » the learner in front of an authentic, non-simplified and non-altered text .

Pupils can also choose articles which will be studied in class.

Key-words : media, press

STRUCTURES	DEVICES- PRACTICAL DETAILS	THEMES	SUBJECTS
Preparatory class to apprenticeship(3ème I) Preparatory class for a school- leaving diploma School (4ème AS) Area targeted for special help in education (ZEP)	Educational Diversification	Citizenship Special needs Documentation Mastering languages	Civics FFL French

1- Introduction

I teach French to a group of pupils who just arrived in France, therefore they don't speak French. To motivate these new comers I make them work on a daily newspaper called *L'ACTU*. <http://www.lactu.com> . I try to choose themes which interest them and which aim at several goals :

- Developing the idea of citizenship,
- Acquiring a language tool, grammar,
- Introducing a personal choice,
- Discovering France, its history and its culture,
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Pupils can also choose articles which will be studied in class.

2- HOW WE TEACH FRENCH AS A FOREIGN LANGUAGE (FFL)

Saint-Exupéry School in Epinal welcomes allophone pupils from various origins(Arab, Turkish, Spanish...) with heterogeneous knowledge of the French language : abecederians (complete beginners), Pupils only mastering oral skills, others very good at grammar but novice at other skills.

Implementing FFL helped us palliate some difficulties.

We used the printing press as a stimulus for learning and deepening the French language because:

- It allowed us to use a common support for all pupils : levels and mother tongues were different, time tables were different so we couldn't constitute numerous level groups.
- Then, to give these pupils the opportunity to work on different supports as usual (less stressful, more playful and adapted to their French level)
- Finally, to give them another idea of France and to show them other aspects of this country which had just welcomed them, through articles.

3- CHOOSING THE ARTICLES

Articles chosen for their themes. Example: « Don't listen to loud music » about teenagers becoming deaf after listening to loud music. It made them aware of certain dangers and therefore developed their "citizen dimension".

Articles can be used for grammatical purposes: grammar as a tool and not for itself. For example in « Sonneries pour portables » to talk about different phones or « Energie : vers un monde sans pétrole ? » to talk about different characters, pupils will have to avoid repetitions, qualify people, objects and be as precise as possible to make their interlocutor clearly understand what he is talking about. Learning a language needs precisions and strategies to target and vary your talk.

The grammatical subject is not given at the beginning of the lesson. After he reads the picture, the pupil will have to find details inside the article to explain who the girl with the mobile phone is (file : « Bientôt la télé sur mon portable ») without pointing at her on the picture : place on the picture, colour of clothes, hair, colour or shape of the mobile phone she is holding....

Newspapers are often chosen by pupils and can be quite old. They correspond to the pupils' taste and passion. « L'après-Zidane » is one example of a file chosen at the school library in the news-stand we created.

First, the pupil explains his choice, then, he describes his picture and finally, he answers his schoolmates' questions. Then, the teacher can find other ways to deal with the document. For Zidane I found it interesting to work on the camerawork. (Zidane leaving the pitch).

French topics are interesting to introduce France in a great variety of areas. The new comers who don't speak French discover many aspects of the country in which they are going to live. France, candidate to the Olympic Games (ABBR. file : « Paris 2012 »), A French journalist held hostage (ABBR. file : « Irak : libérée après 157 jours de détention »). I'm preparing new files with new topics : French people and environment (ABBR. file : « Haro sur l'eau »), What French people read (ABBR. file : « Vos livres de l'été ») buildings and great works in France (ABBR. file : « Un pont dans le ciel : le viaduc de Millau » to work on figures and measures)...

4- LEARNINGS AND ACHIEVEMENTS

- The archivist noticed a better attendance in the school library. "These pupils developed a pleasure and a curiosity for the printing press. They spontaneously come and read newspaper from the news-stand."

- This activity favored not only the acquisition of usual words but also the understanding of varied cultural facts.

- Press reading led to the study of various supports : informative, descriptive, argumentative and to a lesser extent narrative texts.

- Approaching the text through the picture was a « positive and a reassuring demarche » as the foreign pupil didn't start from scratch: He didn't struggle with the document. From then on he could « dig » and look for the details.

- The grammatical approach was not seen as a fastidious exercise. It was a need, a quasi natural demarche being part of a communication act.

- These pictures triggered oral expression : pupils are responsive and easily spot subtleties. They are a good way to tackle colours, space and shapes.

- I noticed a significant impact on the pupils ; they acquired reflexes, strategies, and reading skills : global reading- quick reading-titles, fonts, illustrations or figures reading.

- Spontaneous oral exchanges made us handle communication situations in a natural way: listening to others, expressing hypotheses and justifying them (« I think that... because... »), expressing personal opinions, agreements and disagreements, or simply asking for precisions,

rephrasing. These pupils spoke and got self confidence ! and that was the most important achievement.

5- INTRODUCING THE SEQUENCES

- *L'actu* Tuesday, February 1st 2005 : *Attention à la musique trop forte !*(Watch out for loud music!)

- *L'actu* Tuesday, May 18th 2004 : *Bientôt la télé sur ton mobile*(television on your mobile, soon!)

- *L'actu* Tuesday, April 26th 2005 : *Energie : vers un monde sans pétrole ?*(Energy : towards an oil-free world)

- *L'actu* Saturday, August 14th 2004 : *L'après Zidane*(Following Zidane)

- *L'actu* Tuesday, June 14th 2005 : *Libérée après 157 jours de détention* (freed after 157 days in detention)

- *L'actu* Wednesday, March 9th 2005 : *Paris 2012 : L'examen de passage*(Paris 2012: The qualifying test)

- *L'actu* Thursday, February 10th 2005 : *Sonneries pour portables*(rings for mobiles)

Thanks to l'actu, daily newspaper from the age of 14 onwards, which allowed us to duplicate many articles.

LE Dessin du jour: SPRINT FINAL POUR LE VENDEUR GLOBE

C'EST LÀ QUE SE SONT MES ARMES SECRÈTES...

COLLEGE SAINT-EXUPÉRIE C.D.I.

mardi 1^{er} février 2005 n°1 679 cahier n°1 0,48 €

L'actu

DÉSSIN DU JOUR: RECHERCHES SUR LE NET

DÈS 14 ANS L'essentiel de l'actualité en 10 minutes par jour

www.lactu.com tous les jours sauf dimanche et lundi

Attention à la musique trop forte

1 lycéen sur 10 entend mal

Selon une étude, de plus en plus de jeunes Français ont des problèmes d'audition. En cause : l'écoute excessive de musique amplifiée, notamment sur les baladeurs.

p. 2-3

Roumanie p. 5 France p. 7 Interview spectacle p. 8

Trop de bébés sont abandonnés Le suicide annoncé de deux adolescents Cyril Hanouna, ordures sur scène

L'événement

CONTEXTE ● Chaque année, le ministère de l'Écologie organise des assises nationales sur la qualité de l'environnement sonore. La 4^e édition vient d'avoir lieu à Avignon (Vaucluse).

● Ce grand colloque a réuni des spécialistes. Ils ont débattu des problèmes liés au bruit, notamment des effets néfastes sur la santé et des solutions envisageables pour diminuer les nuisances au quotidien.

Baladeurs, concerts, boîtes peuvent rendre sourd

« On a développé les loisirs bruyants »

Selon vous, pourquoi les adolescents français souffrent-ils de pertes d'audition ?

Marcelle Ramonet, présidente du CNB : Chez les jeunes, le problème vient notamment de l'écoute amplifiée de la musique. Un lycéen sur 10 a des problèmes d'audition. On a développé des loisirs bruyants, comme les concerts, les raves, l'usage de baladeurs... Les jeunes écoutent leur musique « à fond », que ce soit dans la voiture, dans leur chambre ou dans leurs écouteurs. Quand ils sortent en discothèque, par exemple, ils se mettent souvent trop près des baffles.

Quelles sont les conséquences d'un tel comportement ?

En revenant de concert ou de boîte de nuit, certains jeunes peuvent souffrir d'acouphènes. D'autres peuvent être sourds pendant plusieurs jours et ne retrouver que 50 % de leur capacité auditive par la suite. Un adolescent de 17 ans soumis à une musique amplifiée récupère l'audition d'une personne de 40 ans. Ce que les jeunes ne comprennent pas, c'est que ces troubles sont souvent irréversibles !

Des troubles psychiques peuvent-ils survenir ?

Un adolescent soumis à un bruit continu dépassant 65 décibels, le seuil de la gêne, devient nerveux. Cela entraîne une fatigue psychique qui aboutit à une baisse de la concentration. Le travail scolaire peut alors s'en ressentir.

Des troubles peuvent-ils être décelés ?

Il y a des contrôles réalisés à l'école, lors des visites médicales. On peut aussi prendre rendez-vous chez un oto-rhino.

Existe-t-il une réglementation ?

En France, la puissance maximale des baladeurs est fixée à 100 décibels. Mais seuls quelques constructeurs respectent cette règle. Et même quand leurs lecteurs portables sont plafonnés, les jeunes savent les débrider. Enfin, ni les chaînes hi-fi ni les téléviseurs ne sont soumis à une réglementation spéciale.

Recueilli par L. Marchal

2 L'actu - Mardi 1^{er} février 2005 - www.lactu.com

J'AI DIT : NOUS ÉTUDIONS CE MATIN LE POÈME DE BAUDELAIRE PAGE 12!!

DUBOIS ESSAIE D'ADAPTER SON COURS À SES ÉLÈVES MALENTENDANTS

PAS FACILE

T'AS DIT QUE...

CHIFFRES-CLÉS DE L'ÉVÉNEMENT

● 5 millions de Français ont un problème d'audition.

● 10% des jeunes de 17 à 18 ans souffrent d'une perte auditive moyenne comprise entre 15 et 40 décibels. Elle est souvent irréversible.

7 millions de Français sont soumis à des bruits de plus de 65 décibels en journée.

Document par abonnement

L'événement

● Marcelle Ramonet, présidente du CNB, met en garde les jeunes sur la manière dont ils écoutent la musique. Selon elle, il n'y a pas assez d'informations sur les conséquences de l'écoute amplifiée.

● La dernière étude portant sur l'audition des jeunes Français a été menée en deux temps, en 1993-1994 et en 1998-1999. Elle a montré que 10% des lycéens testés ont une perte auditive de 15 à 40 décibels.

L'échelle du bruit

En décibels (dB)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150

1 dB : Seuil d'audibilité

10 dB : C'est le silence sonore minimal que l'oreille est capable d'entendre.

20 dB : Bruit du vent d'une mouche

30 dB : Bruit d'un ventilateur

40 dB : Conversation entre amis

50 dB : Conversation qui couvre une musique diffuse dans une pièce

60 dB : Seuil de la gêne

70 dB : Sonnerie d'un téléphone portable

80 dB : Bruit dans une salle de concert

90 dB : Volume maximal d'un baladeur

100 dB : Bruit d'un marteau piqueur

110 dB : Bruit du turbo-racteur d'un avion

120 dB : Seuil de la douleur

130 dB : Des 130 décibels, une douleur survient. Au-delà de 140 décibels, on peut subir des lésions de l'oreille.

140 dB : Au-delà de 85 décibels, le bruit devient gênant et entraîne une fatigue psychique.

150 dB : Au-delà de 120 décibels, on peut subir des lésions de l'oreille.

MOTS-CLÉS DE L'ÉVÉNEMENT

Acouphène
Bourdonnement ou sifflement dans une oreille, généralement dû à une exposition prolongée dans une zone très bruyante.

Assises nationales
Congrès ou colloque d'un mouvement, d'un parti politique, d'un syndicat...

CNB
Le Conseil National du Bruit a été créé en 1992 et dépend du ministère de l'Écologie et du Développement durable. Il donne son avis sur des textes de loi qui concernent le bruit, il peut également proposer des solutions pour améliorer la qualité de l'environnement sonore et lutter contre

les effets nuisibles du bruit. Il informe et sensibilise les gens sur les nuisances sonores et leurs conséquences.

Oto-rhino
Médecin spécialiste en oto-rhino-laryngologie, qui s'occupe des maladies des oreilles, du nez, du larynx et de la gorge.

QUESTION/REPONSE

Mélanie, 15 ans, 2^e Villefranche-de-Rouergue (12)

Mélanie : Comment peut-on se rendre compte que l'on s'abîme les oreilles ?

L'actu : Il n'y a pas vraiment de moyen de s'en rendre compte immédiatement. Parfois, un mal de tête peut survenir. Ce n'est qu'une fois sorti d'un concert ou d'une boîte de nuit, par exemple, que nous pouvons découvrir des acouphènes. Mais le mal est déjà fait. C'est pourquoi il ne faut pas écouter la musique trop fort.

Pour vous abonner : 0625 063 383

www.lactu.com - Mardi 1^{er} février 2005 - L'actu

L'actu, the only daily from the age of 14,
www.playbac-presse.com

Written comprehension

The headlines

- P (pupil) : We can see a boy with a walkman.
- P : He looks happy, he's smiling.
- P : It's because he likes his music.
- T (teacher) : You are certainly right, this music seems to make him happy !
- T : And in this first page, what else can you see?
- P : The word « attention ». (watch out)
- P : And it's written in red.
- T : Why this remark about the red colour ?
- P : Maybe because it's important !
- P : It's also written « musique trop forte ». (too loud music)
- T : So what do you need to be careful for ?
- P : Too loud music.
- T : But what link with the picture ?
- P : The boy mustn't listen to loud music in his headphones.
- T : And, what if the music is too loud ?

No answer.

- T : Are there any other words or sentences you can understand ?
- P : Yes ! « Des français ont des problèmes d'audition ». They have problems.
- T : And what problems ?

No answer.

- T : What problems can this boy have if he listens to loud music ?

No answer.

- T : What problem can you have, X, if you listen to loud music ?
- P : My ears can hurt.
- P : I can have a headache.
- T : Good.
- P : But in the picture, he doesn't have a headache ! He's smiling. We said it !
- T : Yes, that's true. But if you listen to loud music, what else can happen?

No answer.

- T : You don't see ?
Ok, no problem. We will maybe find the answer in the rest of the file.
Take pages 2 and 3.

Pages 2 and 3

- T : I give you 5 minutes to have a quick look at these two pages, do it as you wish and highlight what you understand.
- T : So, X, What did you notice ?
- P : There's a drawing.
- T : Yes. What is it ?
- P : It's in a classroom. There are pupils.
- T : And what else can you see, X ?
- P : There's a teacher.

- T : Yes, but is this unusual ? A teacher, with pupils, in a classroom ?
- P : No, but he speaks with a microphone !
- P : And there are speakers !
- T : And, to your opinion, why do you think this teacher needs a microphone and speakers?
- T : Because he must speak loud.
- T : Ok ! and so, what must he speak loud for ?
- P : for the pupils to hear him.
- T : The pupils can't hear the teacher ?
- P : No : one is whistling and another is making a mess.
- T : Be careful ! Don't forget the first page topic. Let's go back to the question which was bothering us : what can happen if you listen to loud music ? Why can't the kids hear the teacher ? What is the link between listening to loud music and this picture in which the teacher needs a microphone and speakers, as you said it ? Why can't the pupils hear?
- P : Because they listen to loud music and they can't hear the teacher very well.
- T : Yes. Can someone precise what X just said?
- P : Yes. I read« Young people listen to loud music in their car, in their bedroom, in their headphones ».
- T : Good ! or precisely ?
- P : In the first paragraph.
- T : So you can answer to the question we had just now? Why can't the kids hear the teacher in the drawing ?
- P : Because they listen to loud music.
- T : How do you call a person who cannot hear or who doesn't hear?

No answer.

- T : We say that this person has problems – as your comrades read it earlier on at the bottom of the first page- « d'audition » (hearing problems). He doesn't hear properly.
- P : On the first page, we can read « 1 secondary school pupil out of 10 has hearing problems. ». I understand « hearing problems», but not the figures.

On the blackboard I wrote« 1/10 secondary school pupil has hearing problems » and also « 10% of secondary school pupils has hearing problems ». That was easier for them.

- T : This file is about young people with hearing problems because of loud music listening. These young people are in an institution called “secondary school” after “collège”, therefore they are secondary school pupils as you are “collégien” because you are in a “collège”.

With a group of “non-real” beginners we stopped the study at this stage.

Other way to deal with the document : For more advanced pupils (the meaning of the first page was not a problem for them), it was easier to work on the text itself. The journalist's questions were erased and pupils had to find them thanks to the answers. The “noise ladder” was easy to understand, therefore we work on reformulations : « 80 dB is the intensity of a mobile phone ringing. This noise is annoying and starts to be tiring ».



L'actu, the only daily from the age of 14, www.playbac-presse.com

Oral expression, written expression /language

Goal : How to be clear and precise ?

Exercise

- Activity 1 :

T (teacher) : The picture on ths headlines shows 3 people. Describe one person precisely so I can guess who it is without any doubts.

We will give each person a number from left to right 1, 2, 3. After your description I will give you the number of the person you described..

P (pupil) : The person is a girl, she's holding a mobile.

T : It's number one or two. Be more precise.

We can look for all what we can say for person number 2 ?

P : She's wearing a purple T-shirt.
 P : There are some Chinese writings on her T-shirt.
 T : Where is she?
 P : She's in the middle.
 P : She's between a boy and a girl.
 P : She's taller than the other girl.

- Activity 2 :

We can ask the pupils to write sentences about what was said before.

Results :

« The headline photograph shows three people. Number 2 is a girl with a purple T-shirt. She's between a boy and a girl. She's the tallest of the two girls ».

We do the same for the other people.

T : What if we had to describe person number 3?

P : It's a boy.

P : His mobile is green.

P : He has a brown pull-over with a white stripe.

T : And where is he?

P : He's on the right of the photo.

P : He's on person number 2's left

Results :

« Person number 3 is a boy who he's wearing a brown pull-over with a white stripe. He's holding a green mobile phone ».

Results for person number 1:

« Person number 1 is the young girl with black clothes. She probably likes black because her mobile phone is grey and black ».

We can write a recapitulation together :

« To describe someone precisely I can say

- How she is dressed,
- Where she is precisely où elle se trouve précisément,
- What she's doing.

I can use :

- Colour adjectives (« her mobile is **green** »),
- Comparatives (« she is **taller than** person number 2 »),
- Superlatives (« she is **the tallest** of the two »),
- Relative pronouns (« a boy **who** is wearing a brown pull-over »).

Further development : The grammatical points can be tackled in details later on.

L'actu Tuesday, April 26th 2005
Energie : vers un monde sans pétrole ?



L'actu, the only daily from the age of 14 onwards, www.playbac-presse.com

Written expression / language

Goals : writing an organized text.

- Activity 1 : writing sentences from the headline drawing.

Each pupil proposes one/many sentence(s) he wrote.

Each pupil writes his sentence. Its read, corrected and modified by the other pupils if needed.

Sentences after correction :

- 1) Many people are fighting.
- 2) We can see their teeth.
- 3) They are carrying weapons.
- 4) Some people are carrying weapons.
- 5) I can see a person who is dead.
- 6) A car is broken.
- 7) A man cut another man's arm.
- 8) A petrol tin is in a small mountain.

- 9) Some people are lifting a car, it's pink.
- 10) The car windows are broken.
- 11) It looks like a battle like during the war.
- 12) Everybody wants to grab the petrol.
- 13) Petrol is like God : it's shining.
- 14) The tin is like a sun.
- 15) Maybe it's the only tin left.
- 16) There is no petrol left.
- 17) The tin is like a treasure.

- Activity 2 : Linking some sentences which deal with the same topic and trying to write a more complex sentence.

We ask the pupils to gather sentences they think will fit in one sentence.

Same procedure as for activity 1.

Sentences :

- 1) We can see many people fighting : some of them show their teeth, they are aggressive, others are carrying weapons. It looks like a war.
- 2) A man cut another man's arm with an axe, one person is dead, another is on the ground.
- 3) The petrol tin is shining like a treasure : Maybe it's the last one because it has become thinly distributed.
- 4) A car has broken windows and another one is lifted to be broken.

- Activity 3 : finding a correct order for our sentences, being more precise, avoiding repetition

Sentences :

« In L'actu headline drawing which title is *Vers un monde sans pétrole*, we can see many people fighting : some, very aggressive, show their teeth, others are carrying weapons. It's a terrible war : A man cut another man's arm with an axe, Two men are lying on the ground, maybe dead. In the foreground, a yellow car has broken windows, a little bit further, another one, pink, is lifted by a group of men and is going to be turned upside down. The aim of this war is a 5 liter tin of petrol drawn by Yacine as a shining treasure. This is probably happening at a time when oil is thinly distributed. »

- Activity 4 : constituting paragraphs and removing repetitions (mainly the repetition of the verb « be ».)

Final writing :

« In L'actu headline drawing which title is *Vers un monde sans pétrole*, we can see many people fighting : some, very aggressive, show their teeth, others are carrying weapons. It's a terrible war : A man cut another man's arm with an axe, Two men are lying on the ground, maybe dead. In the foreground, a yellow car has broken windows, a little bit further, another one, pink, is lifted by a group of men and is going to be turned upside down. The aim of this war is a 5 liter tin of petrol drawn by Yacine as a shining treasure. This is probably happening at a time when oil is thinly distributed. »

L'actu Saturday, August 14th 2004
L'après-Zidane



L'actu, the only daily from the age of 14 onwards, www.playbac-presse.com

Writing/language

Activity : - writing sentences from the headline pictures,
- building a text from it.

- **Activity 1 :** each pupil writes one or more sentences on the blackboard. They are read, commented upon, and the spelling is corrected.

Sentences :

- 1) Zidane is a football player.
- 2) He is number 10.

- 3) He's got a blue outfit with white stripes.
- 4) Many spectators are watching Zidane playing.
- 5) We cannot see the spectators well.
- 6) The file is about Zidane leaving the French team.
- 7) We can see Zidane's back.
- 8) Zidane's name is written on his shirt.

- Activity 2 : Writing a short paragraph with the proposed sentences. Avoid using the word Zidane too many times and the personal pronoun « he ».

Step 1 : Looking for substitute

Propositions list :

Zidane-he-the champion-the football player-the scorer.

Step 2 : Writing the text :

« The headline photo from l'actu shows Zidane turned backwards. We can easily recognize him from his blue, white striped number 10 outfit. We can recognize him thanks to his name. The photographer chose to introduce the player backwards. We can understand this choice as followed:

- The champion sees off the crowd (we can't see it clearly but there seems to be a lot of people) and therefore he's showing his back to the photographer.
- The player who « announced he retired from the French football team after a 10 year career », is turned backwards as if he was leaving us.

Step 3 : Last modifications- writing paragraphs.

« The headline photo from August 14th 2004 l'actu 14 août 2004 shows Zidane turned backwards. We can easily recognize him from his bold head and his blue, white striped number 10 outfit, with his name on it.

The photographer chose to introduce the player backwards. We can understand this choice as followed: either the champion sees off the crowd (which we cannot see clearly but which seems numerous) and therefore, he's showing his back to the photographer and we can see him backwards ; or the player, who « announced he retired from the French football team after a 10 year career, is turned backwards as if he was leaving us»

L'actu Tuesday, June 14th 2005 Libérée après 157 jours de détention

MONDE
La dette de 18 pays
pauvres effacée p. 4

FRANCE
Pendant un mois, un faux
collégien de... 31 ans p. 7

SHOPPING
Spécial Fête des pères :
DVD, BD, polars... p. 8

L'actu
mardi 14 juin 2005 n° 1777 0,48 €
UN MOUVEMENT PAR
un dossier sur :
L'HISTOIRE
www.lactu.com
tous les jours sauf
dimanche et lundi

DÈS 14 ANS L'essentiel de l'actualité en 10 minutes par jour



IRAK > LIBÉRÉE APRÈS 157 JOURS DE DÉTENTION
La journaliste française Florence Aubenas et son guide irakien, Hussein Hanoun, ont été relâchés samedi. La reporter doit s'exprimer ce matin lors d'une conférence de presse. p. 2-3

L'événement

De son côté, Hussein Hanoun al-Saadi est resté dans la capitale irakienne. Sous protection d'agents français, il a pu retrouver sa famille, son épouse et ses quatre enfants, dimanche.

Amalgamé mais souriante, Florence a été accueillie par sa famille. Elle va être « débriefée » par le service de contre-espionnage français. Et elle donnera une conférence de presse aujourd'hui sur sa détention.

LES PREMIERS MOTS DE FLORENCE AUBENAS

Dimanche soir, à son arrivée sur le sol français, Florence Aubenas a d'abord embrassé sa famille, qu'elle a retrouvée dans l'intimité du pavillon d'honneur de l'aéroport militaire de Villacoublay (Yvelines). Elle a ensuite dialogué pendant quelques minutes avec les journalistes sur place. Fidèle à sa réputation, elle a sans doute masqué son émotion et son état derrière des traits d'humour. « Je me sens nettement mieux, je ne suis pas pourrie, mais je me sens bien ! », a-t-elle plaisanté devant l'assistance après avoir remercié « toutes celles et tous ceux qui ont permis (son) retour en France ».

Concernant sa détention, Florence Aubenas a parlé de « conditions sévères ». « On était dans une pièce,

« On va vous montrer la télé, parce que vous avez l'air déprimé. » Ils m'ont défilé les mains et les pieds, soulevé un coin de mon bandeau pour que je voie l'écran. C'était TV5. Il y avait une présentatrice. Dessous, il y avait écrit Florence Hussein (...) et MO (...) J'ai compris que c'était moi et qu'il s'agissait des 140 jours de détention. »

Selon Serge Joly, le directeur de L'Événement, Florence ne prononçait pas plus de 80 mots par jour. « Dès qu'il y avait une répercussion dans la presse, nos ravisateurs arrivaient et disaient : "C'est bon, ça marche, on en a parlé à la télé..." », a ajouté la reporter française, soulignant l'aide formidable créée par la mobilisation en France et ailleurs autour de sa détention.

Avec AFP

Le Président Chirac était présent pour accueillir Florence Aubenas.

une cave, avec Hussein décrit-elle. Elle avait les « mains et pieds liés », les « yeux bandés ».

Mains et pieds liés

« J'étais assise, accroupie », livre-t-elle au fil d'une anecdote. « Une fois, les preneurs d'otage m'ont dit :

Hussein Hanoun, 40 ans, retour chez lui. En Irak, une quinzaine de fixeurs ont été tués en 2004.

ALLER + LOIN

• Mémoires d'otages, notre contre-enquête, de Christian Chesnot et Georges Malbrunot (éd. Calmann-Lévy).

• Otages, de Bayrouh à Bagdad, de Roger Auguste (éd. Arne).

Entre 50 et 300 dollars par jour

Hussein Hanoun est un ancien pilote de chasse irakien, « recyclé » depuis la chute du régime baasiste (de Saddam Hussein). Fixeur depuis deux ans des envoyés spéciaux de L'Événement en Irak, il parle français et bénéficie de contacts dans toutes les couches de la société irakienne, aussi bien chez les sunnites que chez les chiites (courants de l'islam). Mohamed al-Joundi, l'accompagnateur de Christian Chesnot et Georges Malbrunot, vivait en Irak depuis 30 ans. Il était membre du parti Baas. Selon le contexte et les employeurs, les fixeurs sont payés entre 50 et 300 dollars par jour. À Bagdad, certains journalistes étrangers ne sortent plus de leur hôtel et laissent leur fixeur seul sur le terrain.

« Du point de vue de l'information, c'est mieux d'être sur place. Mais les conditions sont extrêmement difficiles. Et faire prendre des risques aux autres, ce n'est pas mieux », voulait Christian Chesnot après sa libération.

L'événement

FLORENCE AUBENAS ET SON GUIDE ONT ÉTÉ LIBÉRÉS

CONTEXTE • La journaliste française Florence Aubenas, grand reporter au quotidien *L'Événement*, et son fixeur irakien, Hussein Hanoun, ont été libérés samedi après-midi.

• Florence et Hussein étaient retenus comme otages en Irak depuis 157 jours. Ils avaient été enlevés à Bagdad le 5 janvier. La journaliste a atterri dimanche, vers 19 h 15, à l'aéroport militaire de Villacoublay.

La reporter a été otage pendant cinq mois en Irak

« Florence a toujours voulu être journaliste »

Une passion d'informer, voilà ce qui anime les grands reporters. Pour cette passion, Florence Aubenas, journaliste à *L'Événement*, a été otage pendant cinq mois en Irak. Agée de 44 ans, Florence Aubenas est née le 6 février 1961 à Belles, en Belgique. « Elle a toujours voulu être journaliste », raconte Jean Hatzfeld, écrivain et ancien reporter à *L'Événement*. Il a rencontré Florence il y a 20 ans à son arrivée au grand quotidien français. Après hypokhâgne et khâgne (classes préparatoires), elle est entrée au CFI (Centre de Formation des Journalistes), à Paris, dont elle sort diplômée en 1984. Elle arrive à *L'Événement* en 1986 en tant que secrétaire de rédaction. Très vite, elle intègre le service Société, puis *Dranger* avant de devenir grand reporter.

« Elle s'intéresse aux gens, à tous les gens »

Florence est décrite par ceux qui la connaissent comme « hyper-professionnelle », « résistante ». Elle a travaillé en Algérie, au Rwanda, au Kosovo, en Bosnie, en Afghanistan et en Irak. Mais pour elle, tous les événements méritent un traitement journalistique. « Elle n'est pas une militante de la défense de la veuve et de l'opprimé. Elle s'intéresse aux gens, à tous les gens, que ce soient les personnes accusées à tort de pédophilie à Outreau, les participants au Festival de Cannes, en passant par les Hutus au Rwanda. Elle aime raconter des histoires », dit Jean Hatzfeld. Ses proches parlent d'elle « s'abritant derrière quelques traits comme d'une citadelle indé-

Samedi, les ravisateurs ont parcouru environ 80 km dans Bagdad avant de libérer Florence et Hussein et de les remettre aux services secrets français.

pendante, sportive, dévouée de livres et à la personnalité très vive. « C'est quelqu'un de très gai. Toujours prête à faire la fête. Elle se moque de tout le monde, et aussi d'elle-même. Un grand sens de la dérision », poursuit Jean Hatzfeld. Dimanche soir, en posant les pieds sur le tarmac de l'aéroport militaire de Villacoublay (Yvelines), Florence est apparue amaigrie et fatiguée, mais émue.

« Elle est venue à la libération », a-t-elle dit. « Elle est venue à la libération », a-t-elle dit. « Elle est venue à la libération », a-t-elle dit.

CHIFFRES-CLÉS DE L'ÉVÉNEMENT

157 jours

• 30 otages sur des centaines ont été tués en Irak depuis avril 2004.

• 170 000 signatures figuraient sur la pétition en faveur de Florence Aubenas.

remise le 7 juin au Président Chirac.

Florence Aubenas et Hussein Hanoun.

L'actu, the only daily from the age of 14 onwards, www.playbac-presse.com

Written comprehension

La Une

After 5 minutes reading :

T(Teacher) : What can you say about this first page?

P (pupil) : It's the picture of a woman..

P : This woman is happy.

T : Why can you say she's happy ?

P : She's smiling..

T : To your opinion, why is she smiling ?

No answer.

P : She's smiling because somebody is taking a picture of her.

T : Yes, but can we see something else on this page?

P : I can see a fragment of a plane.

P : I can read this woman was set free.

P : This woman is a French journalist, it's also written at the bottom of this page.

T : This journalist was set free. She was locked ?

P : Maybe she was in prison.

T : Let's get back to what someone said, « I can see a fragment of plane», We can try and find the link with that plane ?

P : On page 3, we can definitely see one of the wheels of the plane!

P : Maybe she's coming back from IRAK.

T : Why is that?

P : It's written in red « IRAK ».

P : And we can read she had been in Irak for 157 days.

T : Good. So it's a female journalist who was set free after 157 days spent in Irak and she's happy because she's coming back.

When did she get back? How do we know?

P : On Saturday..

T : Can you be more precise ?

No answer.

T : Who can give a more precise answer? When exactly?

P : It's not written !

T : Let's think. When was the newspaper published ? What day?

P : Tuesday, June 14th.

T : Good. And can't we know precisely what Saturday Florence was set free?

P : Saturday 11th.

T : Good.

P : She wasn't alone : « The journalist Florence Aubenas and her iraqi guide Hussein Hanoun... »

T : Good. We can turn to the next pages, pages 2 and 3 and see if we can find other information?

Pages 2 and 3

T : I give you 5 minutes for these two pages.

...

T : What can you say ?

P : There are other pictures.

T : Yes, can you precise ?

P : I can see two pictures of Florence Aubenas and another one of Hussein Hanoun.

T : Yes. Can we get back to page 2 ? What can you say more precisely?

P : It's a picture of the journalist on the phone.

P : She's working.

P : She's in an office in front of a computer.

P : There's another person working in the same office, it's a man.

T : And what information did you find on this page? What did you manage to understand?

P : « Florence has always wanted to be a journalist ».

P : It's written « She cares about people, all of them ».

T : That is ? Can you explain to the others what you understand ?

P : She went to many countries.

T : Have you got examples ? Where are these information ?

P : In the second paragraph, it's written: « She worked in Algeria, Rwanda, Kosovo, Bosnia, Afghanistan and in Irak. »

T : And why do journalists go to foreign countries, according to you ?

P : To look for information.

P : To give us information about what happens in other countries.

T : Good. If we go back to the first page, we said Florence was happy to have been set free from. What might have happened to her ? One of your classmates said she might have been released from prison. Why, do you think ?

P : Maybe Irak doesn't like journalists looking for information.

T : In all cases, we can say that journalists who go to foreign countries put their lives at risk. Good. Take page 3.

P : It's a picture of the guide.

T : Yes.

P : His name is Hussein Hanoun.

T : And why a guide ?

P : He's Iraqi ; he knows the country well.

T : Where did you get this piece of information ?

P : It was written on the first page, at the bottom : « and his iraki guide ».

T : Good . What's his purpose precisely ? Can you find information in the text ?

P : In the first paragraph page 3, next to the picture of Hussein, I underlined « driver », « addresses » and « security ».

T : It's good. Maybe you can explain these words to your classmates who may not have understood everything ? You picked up « driver ». Why ?

P : Hussein is driving Florence.

T : Yes, and the other words ?

P : « Addresses » : He knows the country, the different spots...

T : Good. And « security », that you also picked up ?

P : He protects the journalist.

T : Ok. It's good.

Other information about Hussein ?

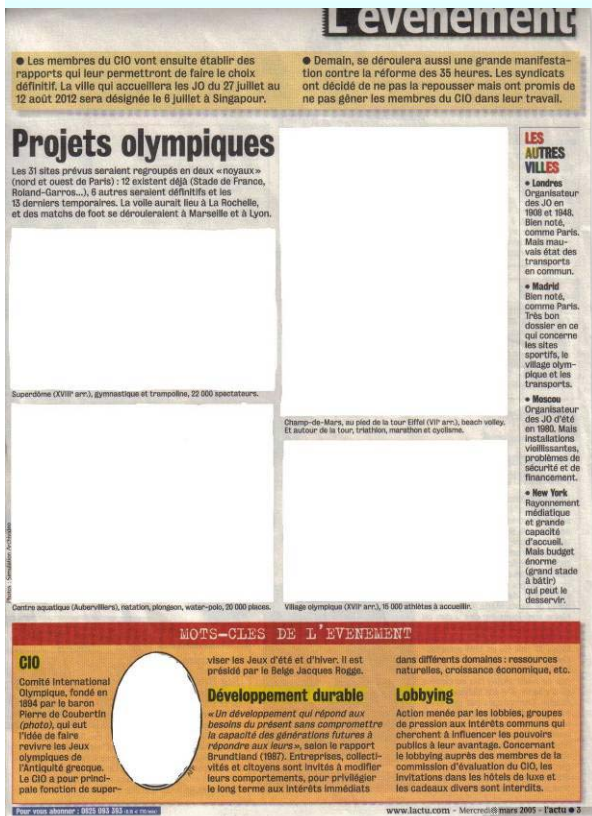
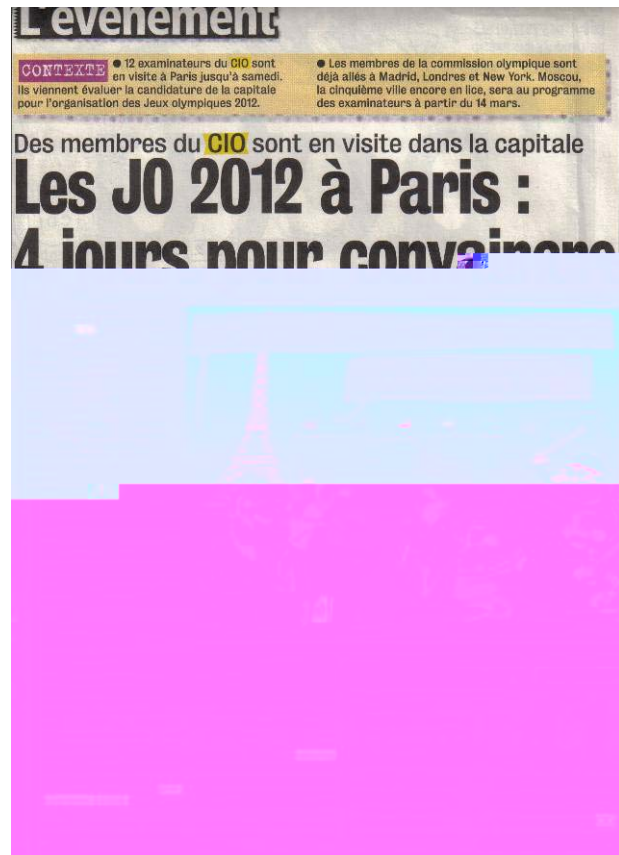
P : He's married.

T : How do you know that ?

P : At the top of page 3 it's written : « He finally saw his family, his wife and his four children on Sunday. »

T : Good.

Further development : From the underlined statements and information on the photocopies and what we jotted down on the blackboard, we can ask the pupils to write a summary of the main facts answering the 4 traditional questions : Who? Where? When? What ? (= what happened, the issue...).



L'actu, the only daily from the age of 14 onwards, www.playbac-presse.com

Reading

Activity 1 : formulating hypotheses

Document : The headline

After 5 minutes of silent reading.

T (teacher) : What information did you understand ? Don't forget the traditional questions you can ask yourself if I don't say anything ?

P (pupil) : Who? Where? When? What ?

T : What ? Here for a newspaper, what is the problem, or what is so important a journalist wants to talk about it ?

T : It's in Paris : it's written in color letter : « Paris 2012 ».

T : Yes and what do you understand ?

P : Something is going to happen in Paris in 2012.

T : Yes. What could happen ?

P : Paris is going to take an exam.

T : Yes. What sort of exam?

No answer.

T : Maybe we can read what's around the picture ?

What's going to happen in 2012 ?

P : « JO 2012 ».

T : Yes, can you explain or can somebody explain ?

No answers from the pupils.

T : Good. We leave this question on the blackboard (JO 2012 = ?). We'll come back to it later on. Any other pieces of information we could find on this page ?

P : I saw the word « international ».

T : Where exactly ? Can you tell your classmates.

P : Bottom of the page, second line of the sentence after the title in white « L'examen de passage ».

T : Good. If we can't find any other information then, let's move to the next pages. What pages shall we move to?

P : The following part.

T : Of course but this newspaper has many pages. What page(s) precisely ?

P : Pages 2 and 3.

T : How do you know? Can you explain your classmates?

P : It's in yellow. « P.2-3 ».

T : Good. Let's move to pages 2 and 3.

Activity 2 : deepening and search for the answers of the remaining questions. Scanning a spread. Pages 2 et 3.

T : So, let's watch pages 2 and 3 for a few minutes.

Can somebody tell me what we are looking for?

P : « JO 2012 » , What is it ?

T : Good. Let's go.

Silent reading for 5 minutes.

I carefully asked them not to look precisely at the drawing on page 2. It is linked to the subject but it also has a link with « the Raffarin amendments », and it could lead them to false hypotheses.

T : Any ideas ?

P : There are some pictures of Paris.

T : Yes. What's on them?

P : The Eiffel Tower.

T : Yes. We are in Paris.

P : There are some buildings.

P : It looks like a big stadium.

T : Where precisely ?

P : First picture.

T : Yes. So if it's a stadium. What is the journalist talking about? When do we talk about a stadium. In what fields?

No answer.

T : When do you go to a stadium ? What teacher do you go to a stadium with ?

P : With Mr.X.

T : What subject does he teach?

P : PE.

T : Here we are ! This article is about sport.

What sport event can happen in Paris in 2012?

P : Competitions.

P : Games.

T : Yes, where did you get that precisely ?

P : On page 2.

T : More precisely.

P : In the yellow rectangle.

T : Yes. Can you read it ?

P : « For the organization of the Olympic Games. » (« pour l'organisation des Jeux Olympiques »)

P : I saw « Jeux Olympiques » on page 3 too.

T : Where exactly ?

P : At the bottom of page 3.

T : Precisely ?

P : Where there is the black and white picture of the old person.

T : That's an interesting statement. So, we're talking about « games ». And who could tell us who the person on the photo is ?

P : His name is Pierre.

P : Pierre de Coubertin.

T : Yes. Why are we talking about him ?

P : It was in 1894.

T : What happened in 1894 ?

P : He had an idea.

T : Can you pinpoint the extract and read it ?

P : « Pierre de Coubertin who had the idea to resurrect the Greek ancient times Olympic Games The Olympic... »

T : Good, let's stop the reading right here. What words, already seen before can you read in this extract ?

P : The word « Olympic Games » (« Jeux Olympiques ».)

T : Yes. Everybody knows the word « Game » but « Olympic Games », What is it ? Olympic ?
No answers.

T : Let's get back to our first question « JO = ? ».

P : Jeux Olympiques.(Olympic Games)

T : Good. J stands for « Jeux » and O stands for « Olympiques ».

And if you remember what your classmates said earlier? He talked about « competition ».

The article is about « competition games». We'll see what "Olympic" means later on. Let's keep it on the blackboard with a question mark.

P : And these games are going to be in Paris ?

T : Are these games going to be in Paris ?

P : Yes.

T : Do they only talk about Paris in these two pages ?

P : No, I saw New York.

P : And Madrid and London too.

T : Where precisely ?

P : It's written « The other cities ».

T : Where exactly on these two pages ?

P : On page 3.

T : I can't see it. Can we be more precise ?

P : Right to page 3. There are 4 black dots.

T : Ok. Now I can see.

And, why do they talk about these other cities ?

P : They are going to play against Paris.

T : Not exactly.

P : They also organize the Games.

T : Can you explain where you found this piece of information ?

P : « London. Organiser of the OG in 1908 and in 1948 » and « Moscow. Organiser of the summer games in 1980 ».

T : Good. And what about Madrid ?

P : « well marked like Paris and very good ».

T : What can we say about all this ? It's very interesting : cities organizing the games like London and Moscow, Madrid well marked like Paris.

Paris, let's talk about that : let's get back to the headline « Paris 2012, l'examen de passage ».

P : Paris is taking an exam.

T : Yes. Can we be more precise ? What exam is it ?

P : Organizing the Games.

P : Preparing the Games. Trying to be the best.

T : Ok : so, all these cities are in competition to organize the Games. But when you take an exam, there is a person who decides who the winner is. This person is called an "examiner". Watch what one of your classmates read at the beginning of the lesson. The first element on page 2. Somebody wants to read it ?

P : « 12 examiners from the Olympic Committee (CIO in the text) are in Paris until Saturday. »

T : 12 people are going to judge the city of Paris. CIO ? What is it ?

P : It's explained in « Key-words »page 3.

T : Yes. We saw that Mr. Pierre de Coubertin founded this committee to choose the city which will organize the Olympic Games. Is this Ok ? Can we continue reading ?

P : « They are coming to evaluate Paris candidacy for the organization of the Olympic Games in 2012».

T : So they come to see if Paris is able to organize the Games or not.

P : Why « 4 days to convince » ?

T : To your opinion, What will Paris have to do during 4 days ?

P : They will have to show they are better than the other cities.

T : Good.

Further developments :

- Writing : Pupils can sum up what we said about the article.
- Research in a dictionary or in an encyclopedia : The Greek Olympic Games we talked about.

L'actu Thursday, February 10th 2005

Sonneries pour portables



L'actu, the only daily from the age of 14 onwards, www.playbac-presse.com

Language

Activity : description, nominal expansion and substitution.

Step 1 : Write as many sentences as you can from the headline pictures.

Pupils' sentences after spellcheck :

- 1) There are several mobile phones.
- 2) There are 5 mobile phones.
- 3) The phones are not the same colour.
- 4) There is a pink, an orange, and a blue phone.
- 5) We can't completely see the left and the right phones.
- 6) The phone on the right is cut.
- 7) The pink phone has blue keys.
- 8) One phone has red keys.
- 9) All the phones are opened.
- 10) We can see music notes on the mobile phones.
- 11) I prefer the blue phone.

Step 2 : Find precisions to identify the phone you like best. Example : « I prefer thephone... » « The phone... ».

Spontaneous sentences after spellcheck :

- 1) I prefer the phone which is pink.
- 2) I prefer the phone which is blue.
- 3) I prefer the phone on the left.
- 4) I prefer the phone that I can see in the middle.
- 5) I prefer the phone which is very big.
- 6) I prefer the phone which has the orange screen and the red keys.
- 7) I prefer the phone with the blue keys.
- 8) I prefer the phone which is between the phone with the blue screen and the phone with the pink screen.
- 9) The phone that I'd like to have is the blue phone.
- 10) I prefer phones that I can close.
- 11) The blue phone is the one I prefer.

Step 3 : Classifying the sentences and observing.

The pupils quickly found this classifying:

- 1) The sentences built with «which »: sentences 1, 2, 5, 6, and 8.
- 2) The sentences built with « that » : sentences 4, 9 and 10.
- 3) The other sentences : sentences 3 and 7.
- 4) The sentences which give precisions about the colour or the size : sentences 1, 2, 5, 6, 7, 8, 9 et 11.
- 5) The sentences which give precisions about « the situation » : sentences 3, 4 and 8.

Step 4 : Synthesis/ condensed lesson

We favored the lesson about **which** and **that**, two of our pupils are from spanish origin and don't understand the differences between these two pronouns.

We made clear the two different uses for the other pupils.

The other aspects found in the other classifying (use of « with », of « adjectives », etc...) will be worked on later, with other documents when possible.

Jean-Marc Miette, French Modern teacher
September 2005