


Fiche pédagogique de l'enseignant: entraînement à l'épreuve de compréhension de l'oral du baccalauréat selon une pédagogie différenciée à l'aide de matériel nomade

Type de document	Méthodologie
Intitulé	Fiche pédagogique de l'enseignant: entraînement à la compréhension de l'oral selon une pédagogie différenciée à l'aide de matériel nomade.
Description	Fiche pédagogique à destination de l'enseignant. Cette fiche constitue un exemple d'organisation de séance. Cette fiche décrit les étapes d'une compréhension orale établie dans le cadre d'une pédagogie différenciée à l'aide de la baladodiffusion. Les élèves travaillent seuls ou en binômes selon la stratégie de différenciation développée par l'enseignant. Document audio d'une durée d' 1'30" environ.
Type d'établissement	Lycée Général et Technologique
Niveaux de compétence CECRL	B1 – B2
Activité langagière	Compréhension de l'oral
Langue vivante	Anglais

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Auteur	Groupe de travail langues vivantes, académie de la Guyane. Fiche établie dans le cadre des TraAM.
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Entraînement à la compréhension de l'oral - classe de terminale

Etape 1	Introduction
Etape 2	Préparation à l'écoute
Etape 3	Première écoute - compréhension globale
Etape 4	Autres écoutes - compréhension détaillée : Mise en place de stratégies de compréhension orale selon une pédagogie différenciée à mettre en place par l'enseignant
Etape 5	Phase de synthèse

1. En introduction :

Instructions :

You are going to listen to a document which is entitled « *Remarks by the President on Comprehensive Immigration Reform in El Paso, Texas (May, 2011)* ». This document fits into the notion “Space and exchange” which has been studied in the chapter “Immigration in the USA”.

2. Préparation à l'écoute :

Instructions :

- What comes to your mind when you read the title of this document ?
- You are going to listen to this document using a MP3 player. Feel free to write some words or phrases (in English or in French) you hear before filling the grid.
- There will be two different worksheets. One will correspond to the B1 level of the CEFR and the other to the B2 level, both meant to independent users and that you are to reach by the end of the school year.

Here are the descriptions :

B1	B2
- I can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar.	- I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life.

<p>- I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and generally familiar accent is used.</p> <p>- I can understand the main points of clear standard speech on familiar matters which occur regularly.</p> <p>- I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.</p>	<p>Only extreme background noise, unclear structure and/or idiomatic usage causes some problems.</p> <p>- I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation.</p> <p>- I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker.</p> <p>- I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.</p>
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3. Première écoute - compréhension globale :

Instructions :

a) Switch your MP3 player on and listen to the document. Try to concentrate on these elements :

- Nature of the document.
- Number of speakers.
- Place (country, state, city).
- Main topic.
- Other sounds.
- Tone of the speaker(s).

b) What did you hear ? Can you answer some of these questions ?

Write key words on the board. Then, give the worksheets (B1 or B2) to the two groups.

c) Global comprehension :

B1	B2
<p>- What is the nature of this document ? Circle the correct answer : A speech – A dialogue – A testimony -</p> <p>- What is the main topic ? Tick the correct answer : <input type="radio"/> Money <input type="radio"/> Illegal immigration in the USA <input type="radio"/> Legal immigration in the USA</p>	<p>- What is the nature of this document ?</p> <p>- What is the main topic ? Tick the correct answer : <input type="radio"/> Money <input type="radio"/> Illegal immigration in the USA <input type="radio"/> Drug trafficking at the frontier <input type="radio"/> Legal immigration in the USA <input type="radio"/> The elections</p>

<p>- Who is speaking ? Barack Obama – A policeman – An American citizen – A Mexican citizen</p> <p>- Who is applauding ? Barack Obama – Policemen – An American citizen – A Mexican citizen</p> <p>- Where does the scene take place ? Tick the four correct answers :</p> <p><input type="radio"/> In the USA <input type="radio"/> In Mexico <input type="radio"/> At the Mexican-American border <input type="radio"/> In Texas <input type="radio"/> In Washington DC <input type="radio"/> In Tijuana <input type="radio"/> In El Paso</p>	<p>- Who is speaking ?</p> <p>- Who is applauding ?</p> <p>- Where does the scene take place ? Fill in the gaps :</p> <p>Country :</p> <p>State :</p> <p>City :</p>
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4. Autres écoutes - compréhension détaillée : Mise en place de stratégies de compréhension orale selon une pédagogie différenciée à mettre en place par l'enseignant:

Instructions :

- The teacher can regularly check the answers of the B1 students to make sure they understand the document. (S)he can provide further explanations or suggest to work in pairs if two students need it. The B2 students will work on their own but are allowed to ask questions if needed.

d) Detailed comprehension :

B1	B2
<p>- How many immigrants are there in the USA ? 11 000 11 000 000 21 000 21 000 000</p> <p>- What word is used to qualify them ? Undocumented Document Legal Interesting</p> <p>- Look at the prefix of this word and circle its correct synonym :</p>	<p>- What do we learn about immigration in the USA ? Complete this sentence with the words you can hear ?</p> <p>“Today, there are an estimated million u..... i..... here in the United States.”</p> <p>- What is the problem according to the speaker? It is not l.....</p> <p>- Fill in the gaps with some of these words : Laws – Loyal - border – Wall - overstaying –</p>

Illegal	Legal
<p>- Fill in the gaps with these words : Laws - border – overstaying – crossed – illegally – visas.</p>	<p>overstating - crossed – legally -illegally – visas – travels – rivers.</p>
<p>“Some the Others avoid immigrationby their”</p>	<p>“Some the Others avoid immigrationby their”</p>
<p>- “Overstaying”: Look at the root of this word and circle the correct translation:</p> <p><input type="radio"/> Rester moins longtemps <input type="radio"/> Dépasser la durée prévue <input type="radio"/> Surestimer</p>	<p>- Why are these people not allowed to stay in the USA? Tick the two correct answers:</p> <p><input type="checkbox"/> Their visas have expired. <input type="checkbox"/> They did not pay their taxes. <input type="checkbox"/> They do not own a Green Card. <input type="checkbox"/> They did not go through customs (= la douane) at the frontier.</p>
<p>- Why are these people not allowed to stay in the USA? Tick the two correct answers:</p> <p><input type="checkbox"/> Their visas have expired. <input type="checkbox"/> They did not pay their taxes. <input type="checkbox"/> They do not own a Green Card. <input type="checkbox"/> They did not go through customs (= la douane) at the frontier.</p>	<p>- According to the speaker, why do these immigrants come to the USA? Tick the correct answers:</p> <p><input type="checkbox"/> To earn money. <input type="checkbox"/> To live the American Dream. <input type="checkbox"/> To visit family and friends. <input type="checkbox"/> To offer a better life to their family. <input type="checkbox"/> To visit the country. <input type="checkbox"/> To have a better job.</p>
<p>- According to the speaker, why do these immigrants come to the USA? Tick the two correct answers:</p> <p><input type="checkbox"/> To earn money. <input type="checkbox"/> To live the American Dream. <input type="checkbox"/> To offer a better life to their family. <input type="checkbox"/> To visit the country.</p>	<p>- Why is this a problem? Circle the words you can hear: “They have broken / taken the laws / rules”.</p>
<p>- Why is this a problem? Circle the words you can hear: “They have broken / taken the laws / rules”.</p> <p>- What does this mean? Fill in the gap with the correct adjective: Dangerous – Illegal - Expensive This immigration is</p>	<p>- Why is this a problem? Circle the words you can hear: “They have broken / ruined / climbed the laws / rules / walls”.</p>
<p>- What does this mean? Fill in the gap with the correct adjective: Dangerous – Illegal – Expensive – Beneficial - Detrimental This immigration is</p>	<p>- What does this mean? Fill in the gap with the correct adjective: Dangerous – Illegal – Expensive – Beneficial - Detrimental This immigration is</p>

- Circle the words you can hear:
“So many illegal/ legal immigrants/immigration makes a plea /mockery of all those who are trying to immigrate illegally / legally.”

- What does he denounce?
 The positive impact of legal immigration in the USA.
 The negative impact of legal immigration in the USA.
 The dangers you are exposed to if you cross the border illegally.

- He then refers to the risks immigrants are exposed to when crossing the border illegally. Circle the words or phrases you can hear:
 Vulnerable – Unscrupulous – Dangerous – Irregular – Skirt taxes – Pay taxes – wage – health – safety – wealth.

- Fill in the blanks using these words:
 “They’re to businesses that, and pay workers less than the minimum, or cut corners with and laws.”

- Tick the different fields that are endangered because of illegal immigration and linked them to their translation:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Safety | <input type="checkbox"/> La sécurité |
| <input type="checkbox"/> Employment | <input type="checkbox"/> L'économie |
| <input type="checkbox"/> Health | <input type="checkbox"/> La santé |
| <input type="checkbox"/> Economics | <input type="checkbox"/> L'emploi |
| <input type="checkbox"/> Studies | |
| <input type="checkbox"/> Transportation | |

- To conclude, who suffers from this current issue? Circle the correct answers:
 American citizens
 Undocumented immigrants
 Legal immigrants
 Companies, firms

- What are the speaker's tones throughout this document? What are the goals? Match each tone to its explanation:

- Fill in the blanks with the words you can hear:
 “So many I..... makes a m..... of all those who are trying to immigrate I.....”

- What does he denounce?
 The positive impact of legal immigration in the USA.
 The cost of illegal immigration.
 The negative impact of legal immigration in the USA.
 The dangers you are exposed to if you cross the border illegally.

- Fill in the blanks :
 “They’re to businesses that, and pay workers less than the minimum, or cut corners with and laws.”

- Tick the different fields that are endangered because of illegal immigration and linked them to their translation:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Safety | <input type="checkbox"/> La sécurité |
| <input type="checkbox"/> Employment | <input type="checkbox"/> L'économie |
| <input type="checkbox"/> Health | <input type="checkbox"/> La santé |
| <input type="checkbox"/> Economics | <input type="checkbox"/> L'emploi |
| <input type="checkbox"/> Studies | |
| <input type="checkbox"/> Transportation | |

- To conclude, who suffers from this current issue? Circle the correct answers:
 American citizens
 Undocumented immigrants
 Legal immigrants
 Companies, firms

- What are the speaker's tones throughout this document?

<p><u>a) Tones :</u> Cheerful O Sad O Worried O Convincing O Depressed O Determined O Fulfilled O Annoyed O</p> <p><u>b) Explanations :</u> He wants to stop illegal immigration He proves illegal immigration is detrimental to everyone : He wants people's support :</p>	<p>Cheerful O Sad O Worried O Convincing O Depressed O Determined O Fulfilled O Annoyed O</p> <p>- Explain what the goals of the speakers are when he uses all these tones:</p>
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5. Dernière étape de l'activité: phase de synthèse :

B1	B2
<p>- Complete the summary of this document using these words:</p> <p>President – Way of life – Citizens – Illegal immigration – Unemployment – Beneficial – Earn – Undocumented – Visa – Immigrants – Visa – Cross – Safety – Health – Companies.</p> <p>The American says why is not to everybody.</p> <p>He first explains the reasons why people come to the USA: they want to money and have a better</p> <p>Then, he lists three reasons why they are illegal: - These immigrants are: they do not have a</p> <p>- They the border without checking at the customs.</p> <p>- They overstay their</p>	<p>- Write a summary of this document using these words:</p> <p>President – Way of life – Citizens – Illegal immigration – Unemployment – Beneficial – Earn – Undocumented – Visa – Immigrants – Visa – Cross – Safety – Health – Companies.</p>

The President says illegal immigration is detrimental to American, documented and Indeed, it causes, a lack of and issues.

ANNEXE

SCRIPT DE L'ENREGISTREMENT

Remarks by the President on Comprehensive Immigration Reform in El Paso, Texas (May, 2011)

THE PRESIDENT: Hello, El Paso! (Applause.) Well, it is wonderful -- wonderful to be back with all of you in the Lone Star State. (Applause.) Everything is bigger in Texas. (Applause.)

[...]

Today, there are an estimated 11 million undocumented immigrants here in the United States. Some crossed the border illegally. Others avoid immigration laws by overstaying their visas. Regardless of how they came, the overwhelming majority of these folks are just trying to earn a living and provide for their families. (Applause.) But we have to acknowledge they've broken the rules. They've cut in front of the line. And what is also true is that the presence of so many illegal immigrants makes a mockery of all those who are trying to immigrate legally.

Also, because undocumented immigrants live in the shadows, where they're vulnerable to unscrupulous businesses that skirt taxes, and pay workers less than the minimum wage, or cut corners with health and safety laws, this puts companies who follow the rules, and Americans who rightly demand the minimum wage or overtime or just a safe place to work, it puts those businesses at a disadvantage.