

AVEC DES SUJETS
D'EXAMEN DELF B2

ALTER

Méthode de français

B2

ego

4

GUIDE PÉDAGOGIQUE

 HACHETTE
Français langue étrangère

Guide Pedagogique Alter Ego 4

Peipei Pang



Guide Pédagogique Alter Ego 4:

Alter ego B2 Catherine Dollez, Sylvie Pons, 2007 *Alter ego 4* Catherine Dollez, Sylvie Pons, 2007 *Alter Ego* s'adresse des apprenants ayant acquis un niveau B1. Il vise l'acquisition des compétences d'écrites dans le niveau B2 du Cadre européen commun de référence CECR et permet de se préparer au nouveau DELF B2. Les 9 dossiers d'*Alter Ego 4* s'articulent autour de deux grands axes : La vie au quotidien et Points de vue sur L'apprenant peut ainsi développer des compétences pour interagir dans des situations courantes de la vie quotidienne comprendre et exprimer des points de vue et des opinions sur des thèmes variés. À partir d'une grande variété de documents authentiques écrits et oraux *Alter Ego 4* propose des activités langagières s'inscrivant dans une perspective actionnelle. De plus ce manuel met l'accent sur l'acquisition de savoir-faire nécessaires à l'université et dans les grandes écoles françaises. *Alter Ego 4* propose de nombreux outils pour travailler en autonomie dans chaque dossier des bibliographies permettant l'apprenant d'aller plus loin un abécédaire culturel pour faciliter le décodage des implicites socioculturels des documents proposés des fiches de grammaire constituant une véritable référence pour l'apprenant.

Alter ego 4 Catherine Dollez, Sylvie Pons, Annie Berthet, 2008 *Alter ego 4* est une méthode de français sur 4 niveaux destinée des apprenants grands adolescents ou adultes. *Alter ego 4* s'adresse des apprenants ayant acquis un niveau B1 et voulant rapidement devenir des locuteurs autonomes. Il vise l'acquisition des compétences d'écrites dans le niveau B2 du Cadre européen commun de référence CECR dans un parcours d'enseignement apprentissage complété par une évaluation formative. Il permet de se préparer au nouveau DELF B2.

Alter ego 4. Guide pédagogique - Lehrerhandbuch ANONIMO, 2008-10

Le français pour et par la diversité et l'éducation plurilingue et interculturelle FIPF, 2018-08-01 T02:00:00+02:00 Les 41 contributions au volume 5 venues de 27 pays témoignent de l'importance de la prise en compte de la diversité dans l'enseignement du français de différents points de vue et de l'intérêt qu'y attachent les professeurs de français. Il ne s'agit pas seulement de diffuser le français mais de s'inscrire dans des situations locales très diversifiées en examinant de façon minutieuse leurs caractéristiques tant sur le plan des pratiques didactiques que des représentations qui documentent les projets d'appropriation de leurs élèves et étudiants. Les textes réunis insistent sur différentes modalités pour mettre en œuvre un enseignement du français incluant des formes d'éducation plurilingue et interculturelle. Celles-ci se déclinent de diverses façons en recourant par exemple des démarches contrastives des approches plurielles des entraînements à l'intercompréhension. Elles renouent aussi dans un certain nombre de cas avec un intérêt pour des activités mobilisant la littérature et la traduction en valorisant une réflexion sur ce qui advient entre les langues dans une perspective non plus seulement inter mais aussi alter linguistique et culturelle.

Enseigner les structures langagières en FLE Olga Galatanu, 2010 Les grands courants de pensée en acquisition des langues se tournent de façon préférentielle soit vers une approche de l'intervention de l'enseignant et du concepteur du programme considérés comme des médiateurs qui fournissent un maximum d'input en vue de l'organisation et de la progression de l'interlangue soit vers une stratégie globale s

appuyant sur la construction du sens partir d changes communicatifs L ouvrage qui fait suite un premier volume consac la place de la construction du sens en interaction dans l acquisition de la signification linguistique r unit une s rie d articles qui s interrogent dans une perspective compl mentaire celle adopt e pr c demment sur la place de l intervention entendue comme explicitation et apprentissage des formes linguistiques et notamment grammaticales dans l acquisition des structures langagi res et des comp tences linguistique et pragmatique Les contributeurs situent ainsi leurs questionnements et leurs propositions th oriques et pratiques l interface de la grammaire son applicabilit les nouveaux discours didactiques sur les structures langagi res et les nouvelles m thodologies de l intervention des concepteurs et des enseignants d une part et de l analyse de l interaction en classe de langue trang re de la d finition et de l valuation des comp tences langagi res acquises d autre part *Canadiana* ,1990 *Canadian Books in Print* ,1982 **Livres hebdo** ,2008 **Livres de France** ,2008

Alter ego + Niveau B2 Sylvie Pons,Catherine Dollez,Joëlle Bonenfant,Bernadette Bazelle-Shahmaei,Gabrielle Chort,Marine Antier,Roselyne Marty,Michel Guilloux,2015-07-17 Alter Ego s agrandit avec le B2 100 % des documents renouvel s avec une approche comparative et ouverte sur le monde Plus d outils pour l apprentissage de la langue au niveau B2 avec des tableaux grammaticaux dans les pages Des mots et des formes en annexe un lexique th matique un ab c daire culturel actualis et 6 fiches pour d velopper des comp tences en r daction documents universitaires et professionnelles R organisation en 8 dossiers avec une nouvelle double page Eclairages pour entrer dans le dossier par des documents courts vari s et ludiques une double page Approfondir pour d couvrir des textes litt raires et apprendre argumenter l oral et l criture double page d activit s S exercer pour renforcer les acquis grammaticaux lexicaux et pragmatiques un travail approfondi sur les comp tences dans chaque dossier Une pr paration au DELF B2 plus compl te 3 preuves compl tes dans le manuel 1 preuve compl te dans le guide p dagogique Les composants Livre de l l ve CD ROM avec tous les enregistrements inclus Cahier d activit s CD audio Guide p dagogique CD audio classe x4 Manuel num rique interactif pour l enseignant cl USB Le Parcours digital Deutsche Nationalbibliographie und Bibliographie der im Ausland erschienenen deutschsprachigen Veröffentlichungen ,2007 *Bibliographie du Québec* ,1999 **Les Livres disponibles** ,2004 La liste exhaustive des ouvrages disponibles publi s en langue fran aise dans le monde La liste des diteurs et la liste des collections de langue fran aise *Alter ego + 4 B2* Marine Antier,Joëlle Bonenfant,Gabrielle Chort,Catherine Dollez,2015 Alter Ego s agrandit avec le B2 100 % des documents renouvel s avec une approche comparative et ouverte sur le monde Plus d outils pour l apprentissage de la langue au niveau B2 avec des tableaux grammaticaux dans les pages Des mots et des formes en annexe un lexique th matique un ab c daire culturel actualis et 6 fiches pour d velopper des comp tences en r daction documents universitaires et professionnelles R organisation en 8 dossiers avec une nouvelle double page Eclairages pour entrer dans le dossier par des documents courts vari s et ludiques une double page Approfondir pour d couvrir des textes litt raires et apprendre argumenter l oral et l criture double page d activit s S exercer pour renforcer les acquis grammaticaux lexicaux et

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 Bonenfant, Dominique Richard, 2014-12 Le cahier d'activités de l'Alter Ego 4A vient en complément du livre de l'élève
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 Annie Berthet, 2006 *Jean de La Fontaine, le laboratoire des fables* Céline Bohnert, Stéphane Macé, Bernard
 Teyssandier, 2011 Dans les six premiers livres des Fables publiés en 1668 Jean de La Fontaine offre au tout jeune dauphin un
 recueil première main Ni franchement satiriste ni vraiment rebelle mais sujet lucide et poète conscient engagé par cela même
 La Fontaine imagine une pédagogie mondaine souriante et exigeante Une pédagogie poétique surtout riche d'une sagesse
 pratique car l'heure où l'on labore l'art subtil et retors de la parole courtisane l'heure où l'art de régner suppose un art de parler
 de se taire et de faire taire la fable a plus d'un tour enseigner celui qui devait ou aurait dû orchestrer le temps venu le grand
 ensemble de la cour Dans ce manuel princier héritier des Progymnasmata forme archaïque des exercices de style la Queneau
 La Fontaine aiguise son stylet au genre de l'épigramme et livre ses fables dans leur première enfance *Repère*, 2003

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