



Grille d'auto-évaluation

→ manuel p. 154-155

Nom :

Prénom :

Classe : Date :

- **Remplis** cette fiche d'auto-évaluation pour t'aider à te situer.
 → **Coche** dans chaque tableau les cases correspondant à tes compétences en compréhension orale et écrite.



Compréhension de l'oral

Objectif

Comprendre un reportage télévisé.

60 years since *I Have a Dream speech*, CBS News Miami, 2023.

En route vers A2	J'ai mobilisé mes connaissances sur la marche sur Washington pour anticiper le document. <i>March on Washington: during the civil rights, MLK Jr. delivered his famous speech.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai identifié les éléments clés du paratexte pour dégager du sens. <i>American channel; two hosts, a picture of MLK Jr, The title "Stil marching" evokes the link between past and present.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai émis des hypothèses plausibles sur le document. <i>The video might be a report about the 60th anniversary of MLK Jr's speech 'I have a dream' and of the march on Washington.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	J'ai repéré les principaux interlocuteurs et leur rôle. <i>Two hosts, one journalist, four women who were present in 1963.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai identifié les éléments en noir et blanc et ceux en couleurs. <i>The passages in black and white refer to the original march, in 1963 (the past). / The passages in colour show the women today (present).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai globalement compris la thématique du document. <i>The report deals with the 60th anniversary of the march of Washington. Four women share their memories and the impact of the event on their lives.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	J'ai mis en lien les informations du document dans une synthèse cohérente. <i>This video is a news report broadcast on CBS news Miami. It deals with the 60th anniversary of the march on Washington. On August 28th, 1963. 250,000 people attended the event and listened to Dr Martin Luther King delivering his speech and sharing his vision of justice and equality. The journalist interviews four women, who took part in the march and were lucky to hear Dr King speak in person. They remember how impressive the whole day was with crowds everywhere. People were enthusiastic to attend the event and they recall how hearing Dr King's words were inspiring and galvanised the crowd. They explain how they'll never forget that day and that it's a milestone in the history of their country.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1+ En route vers B2	J'ai su expliquer l'objectif et le ton du document. <i>The purpose of the report is to introduce the March of Washington and its legacy today. The tone is both serious and emotional from recalling such a historical event.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compréhension de l'écrit

Objectif

Comprendre un extrait autobiographique.

Ruby Bridges, *This is Your Time*, 2020.



En route vers A2	J'ai mobilisé mes connaissances sur Ruby Bridges pour anticiper le document. <i>Ruby Bridges was one of the first little black girls to go an all-white school. She was painted by Norman Rockwell in The Problem We All Live With.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai identifié la nature du document. <i>This document is an autobiography.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai émis des hypothèses plausibles sur le document. <i>The text might be about Ruby Bridges' story. She is writing to younger generations.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	J'ai identifié le narrateur et son rôle dans l'histoire. <i>The narrator is Ruby Bridges. She recalls what happened to her when she was 6. She is now an adult.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai repéré les éléments de contexte (époque, lieu) et la problématique évoquée. <i>60 years ago = segregation/desegregation /escorted by four federal marshals / integration of black and white children in the same school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	J'ai compris les relations entre la narratrice et les autres personnes. <i>Ruby was welcomed by insults in front of her new school / People were unwelcoming and shouting at her. Teachers quit her school, except for Mrs Henry who came to teach her and became her friend.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai compris les différents sentiments de la narratrice. <i>Ruby was both impatient to make friends at her new school, but then also surprised and shocked by the way people reacted. She enjoyed Mrs Henry's company and felt safe and loved.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'ai mis en lien les informations du document dans une synthèse cohérente. <i>The text is an excerpt from an autobiography, written by Ruby Bridges, an American activist. It deals with the end of school segregation in the USA. Ruby was a six-year-old little girl in the sixties. In 1960, she went against the flow by integrating an all-white school. She had to be escorted by US marshals as demonstrators shouted at her outside the school. They were violently opposed to the end of segregation. Luckily, Barbary Henry came all the way from Boston and taught Ruby for one year and they became friends. Together they took their stand against segregation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1+ En route vers B2	J'ai su expliquer l'intention du message de la narratrice. <i>Ruby wants young people to carry on the fight for justice and against inequality.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>