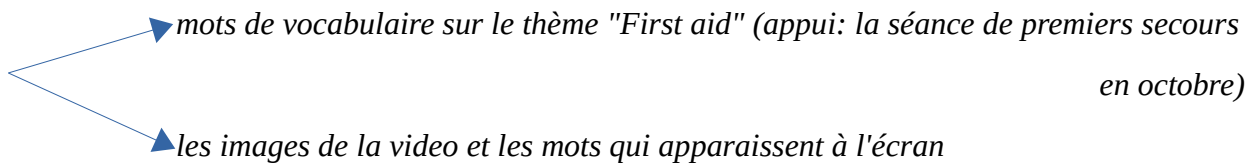


- STEP 2: repérer les réponses proposées

- **présentation de la fiche de travail + point stratégie** à annoter sur la fiche: comment repère-t-on les réponses:



- **Compréhension Orale sur tablettes:** relever les réponses de la victim ou witness

-en individuel : noter les mots clés

-en binomes: ils comparent leurs réponses, vérifient et complètent

-Différenciation: pour les élèves en difficultés:

- donner les video 1 et 2 (plus faciles, moins de réponses à repérer, plus évidentes)
- dans un deuxième temps, donner un nuage de mots à repérer / relier / associer pour compléter et vérifier la compréhension orale de ceux qui ont vraiment bloqué

- **Phase de mise en commun:**

Chaque groupe vient expliquer ce qu'il a entendu et compris.

On complète les fiches mémo qui aideront à réviser pour la tâche finale.

SCRIPT du Document 5 part 1 – video clip - "How to make an emergency call" (0'51 - 5'02)

VIDEO 1 – description of the emergency 0'53 – 2'06

Step 1 - Questions à repérer

0'53: What's your emergency? / What emergency **are** you reporting? What service do you need, ambulance, police or fire brigade?

Step 2: situations à repérer:

1'23: (choking) "my husband **has choked** on some food and he **is not breathing**"

1'32: (fire) "help, my house is on fire!"

1'38: (break in) "I think someone **is trying** to break into my home"

1'44: (a cut) "My son **walked** into a glass window and **cut** his head"

1'52: (a heart attack) "There's a guy in "F.. park" who needs help, I think he **is having** a heart attack"

2'01: (a traffic accident) "There **has been** a car accident on Reach Pike"

VIDEO 2 – localisation questions 2'06 – 3'14

Step 1 - Questions à repérer

2'21: What's your location? What's the address? What's the address of the emergency? Where are you exactly?

+ repérer le fait que les dispatchers vont devoir répéter l'adresse pour vérifier:

3'06: "Can you repeat it to make sure I have it correctly?"

3'10: "So the address is 20 Vandyke Street, that's where we're **going**, right?"

Step 2: Localisations à repérer:

2'38: (precise address) "It's 4 Vandyke **Street**, and we're **in flat 6 on the second floor**"

2'44: (description of the building) "it's the building **on the corner** with 2 big antennas"

2'52: (nearby places) "We're **in front of** the Philadelphia Art Museum"

2'56: (nearby places) "We're **across** the street from Bagel Avenue"

VIDEO 3 – information on the victim 3'14- 4'17

Step 1 - Questions à repérer

3'27: "Is the patient male or female?"

3'30: "How old is he?"-> élucider "make a rough guess"

4'03: "Is he conscious?" "Is she awake?" "Is he breathing?" "Does she appear to be breathing?" "Is he fully alert?"

Step 2 - Réponses à repérer:

3'38: "She's a young teenager"

3'40: "Oh he's middle-aged"

3'42: "She looks like she's in her late 20s"

She is conscious = awake = able to understand what is happening

breathing = taking air into the lungs

alert = able to think quickly and clearly

VIDEO 4 – what happened? / what is happening now? 4'17- 5'02

STEP 1 - Questions à repérer

4'25: "Tell me exactly what happened"

4'28: "What's happening now?"

4'29: "Are you with the patient right now?"

4'32: "Are you alone?" "Is anyone helping?" "Is someone giving first aid?"

4'39: "Is anyone giving CPR?"

STEP 2 - Définitions (rappel de la première séance "First Aid"):

First aid

CPR- Cardio Pulmonary Resuscitation



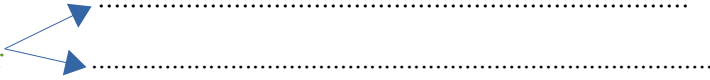
Names

LISTENING WORKSHOP- STEP 2 – the victim or witness

Circle the number of your VIDEO 1 – 2 – 3 - 4

1. On your own Listen and find the answers – travail individuel: écoute et repère les réponses

Strategies - Tu peux t'appuyer sur:



2. In pairs – en binômes

> compare your findings, highlight the words in common, circle the words you need to check - comparez vos mots, surlignez les mots que vous avez en commun / entourez les mots à vérifier

> listen again, and agree on a list of common words or sentences - écoutez à nouveau et mettez vous d'accord sur une liste de mots ou de phrases en commun

1. Words I heard:

2. Words in common

Words we need to check

3. Report to the class!

► Do you think Jay and Vicky's tutorial is efficient?

Mes élèves ont répondu oui en majorité à cette dernière question, voici certains de leurs arguments:

They speak slow and they articulate clearly because this video addresses people who learn English.
 Key words and sentences appear on the screen to help us understand and memorize.
 There are images and the stagings are striking, but you can tell Vicky and Jay are not real actors!
 Their acting is not so good!
 They are funny – which can be a little confusing, given the "emergency" subject.

HELP for groups 1 and 2

Nuage de mots pour vérifier et compléter la compréhension orale (witness' answers):

Link the constituting elements of the answers you hear in video 1 (emergency):

-relie les éléments qui constituent les réponses que tu entends dans cette vidéo

Copy the answers on the Listening workshop sheet – recopie les réponses sur ta fiche d'atelier d'écoute.

Link the constituting elements of the answers you hear in video 2 (localisation):

-relie les éléments qui constituent les réponses que tu entends dans cette vidéo

Copy the answers on the Listening workshop sheet – recopie les réponses sur ta fiche d'atelier d'écoute.

Nuage de mots pour vérifier et compléter la compréhension orale (witness' answers):

Link the constituting elements of the answers you hear in video 3 (state of the victim):

-relie les éléments qui constituent les réponses que tu entends dans cette vidéo et associe-les

He is

She looks like (s)he's

conscious

able to think quickly and clearly

awake

a young teenager

alert

taking air into the lungs

able to understand what is happening

breathing

middle-aged

in her late twenties (20s)

HELP!

Copy the answers on the Listening workshop sheet – recopie les réponses sur ta fiche d'atelier d'écoute.