

Fiche d'exploitation pour l'épisode :

Boy in Congo saved by mobile phone



écouter le fichier audio

http://www.bbc.co.uk/mediaselector/check/worldservice/learningenglish/meta/dps/2008/12/081203_congo_amputation_audio?size=au&bgc=003399&lang=en-ws&nbram=1&nbwm=1&bbram=1&bbwm=1

Accéder au site ressource :

http://www.bbc.co.uk/worldservice/learningenglish/newseenglish/witn/2008/12/081203_congo_amputation.shtml

(si les liens ne fonctionnent pas, copiez les et collez les directement dans votre navigateur)

[Mailto:pascaline.albaret@ac-reunion.fr](mailto:pascaline.albaret@ac-reunion.fr)

Lynda.bidegaimberry@ac-reunion.fr

- 1) **Anticipation:** Les élèves émettent des hypothèses à partir du titre.
- 2) **Ecoute n°1:** Compréhension générale
 - a) **Correction commune:** les élèves vérifient leurs hypothèses par un jeu de questions / réponses et remplissent une grille au fur et à mesure.
 - b) Un ou deux élèves **résumant l'histoire.**

Introduction de la **structure passive** + rebrassage du **prétérit simple et progressif.**

Réactivation du **champ lexical des sentiments** (peur, espoir et désespoir) et de l'inévitabilité.

- 3) **Ecoute n°2:** Compréhension détaillée suivie de la correction. Les élèves complètent une grille « vrai ou faux ».
- 4) **Ecoute n°3:** Identification (support: lecteur mp3)
 - a) Les élèves écoutent, répètent une liste de mots, puis les relient à leur définition.
 - b) Ils complètent un **texte à trous** en se servant de la liste précédente. Ceux-ci ont été effacés du fichier audio et remplacés par un bip à l'aide du logiciel Audacity.
 - c) Les élèves relèvent les mots se référant aux champs lexicaux du corps humain et de la santé.
- 5) **Correction commune.**
- 6) **Ecoute et lecture** à voix haute.

- 7) **Pair-work:** Après réception du sms, le médecin rassure les parents effondrés en leur expliquant que l'amputation est inévitable et comment il va procéder. Les élèves imaginent un dialogue qu'ils enregistrent sur leur lecteur mp3. L'enseignant relève quelques lecteurs et corrige le travail chez lui à l'aide de la **fiche suivante**

<i>Nom :</i>	<i>MP3 n° :</i>					
Grammaire : correction / richesse	0	1	2	3	4	5
Vocabulaire : adéquation / richesse	0	1	2	3	4	5
Prononciation	0	1	2	3	4	5
Authenticité / originalité du dialogue	0	1	2	3	4	5

- 8) **Evaluation: Role-playing:** a few weeks later, the young boy tells a friend what happened. Imagine their conversation. Les élèves enregistrent leur dialogue sur leur lecteur MP3.

9) **Annexe: homework:**

Find the French equivalents of the following expressions.

- 1) Over my dead body
- 2) Keep your hair on!
- 3) To be a pain in the neck
- 4) To stick one's neck out for someone
- 5) You scratch my back and I'll scratch yours
- 6) You're pulling my leg
- 7) Get your finger out! / Pull your finger out!
- 8) Get off my back!
- 9) He laughed his head off
- 10) It's no skin off my nose

+ exos passif et prétérit

A doctor has saved the life of a teenage boy in the Democratic Republic of Congo by amputating his shoulder. He'd never performed the operation before - so, using his mobile phone, he had to text a colleague in Britain asking for instructions. Rob Norris reports:

It's unclear how the sixteen year old boy lost his left arm - some reports say he was fishing with a harpoon when he was attacked by a hippopotamus, although it's also emerged that he'd been caught up in fighting between government and rebel forces in the east of Congo.

When a British doctor found him in hospital in the town of Rutshuru, the wound had become badly infected and gangrenous. The doctor, who works for the charity Medecins Sans Frontieres, knew that the boy would die within days if he didn't take action.

The only way to save him was to perform what's called a forequarter amputation - which means removing the collar bone and the shoulder blade. The doctor, David Nott, knew of only one surgeon in Britain who had the expertise to do it. So, as he explained to the BBC, he sent his colleague a text message:

DAVID NOTT: Almost immediately he texted me back - the procedure, how to do it step by step. And obviously you have to think for twenty-four hours really whether this is the right thing or not, you know, a little boy in the middle of the Congo with one arm - because it's an enormous operation. In the UK, you'd need an intensive care unit and an HDU unit to do it, and so it was a huge undertaking. It's all the more remarkable because the doctor was working in a very basic operating theatre, with just one pint of blood for transfusion.

Since he underwent the amputation in October, the boy has made an extraordinary recovery. Rob Norris, BBC

Who	Where	When	What	How

GENERAL COMPREHENSION

Exercise 1: complete the grid

DETAILED COMPREHENSION

Exercise 2: Right (R) or Wrong (W)? Justify your answers.

- 1) The young boy was scuba diving when the accident took place.
- 2) He was attacked by a sea lion.
- 3) He lost his 2 arms.
- 4) He wasn't seriously injured.
- 5) He had to be amputated.
- 6) The doctor in charge works for an NGO.
- 7) The doctor had already performed such an operation.

Exercise 3: listen, repeat, and then match the words with their definitions.

a harpoon- emerged- caught up- take action- the expertise- intensive care- HDU- a huge undertaking- transfusion- made an extraordinary recovery

	A long heavy sharp weapon, similar to a spear, that is fixed to a rope and used for killing certain animals living in water
	Short for 'high dependency unit', a medical department that provides life support or organ support in patients who are critically ill
	When blood that has been taken from one person is put into another person's body (usually after an accident or during an operation)
	Become known
	A very difficult task
	The knowledge and experience
	Become well again quite quickly, even though it wasn't certain this would happen
	Involved (in something bad)
	The monitoring and treatment of seriously ill or injured patients
	Do something

Exercise 4: fill in the blanks using the words from the list above.

It's unclear how the sixteen year old boy lost his left arm - some reports say he was fishing with a - - - - - when he was attacked by a hippopotamus, although it's also - - - - - that he'd been - - - - - in fighting between government and rebel forces in the east of Congo.

When a British doctor found him in hospital in the town of Rutshuru, the wound had become badly infected and gangrenous. The doctor, who works for the charity Medecins Sans Frontieres, knew that the boy would die within days if he didn't - - - - -.

The only way to save him was to perform what's called a forequarter amputation - which means removing the collarbone and the shoulder blade. The doctor, David Nott, knew of only one surgeon in Britain who had the - - - - - to do it. So, as he explained to the BBC, he sent his colleague a text message:

DAVID NOTT: Almost immediately he texted me back - the procedure, how to do it step by step. And obviously you have to think for twenty-four hours really whether this is the right thing or not, you know, a little boy in the middle of the Congo with one arm - because it's an enormous operation. In the UK, you'd need an - - - - - unit and an HDU unit to do it, and so it was a - - - - -.

It's all the more remarkable because the doctor was working in a very basic operating theatre, with just one pint of blood for - - - - -.

Since he underwent the amputation in October, the boy has - - - - an - - - - -.

Rob Norris, BBC

Exercise 5: Read the text again and pick out all the words referring to the body and health.

Body	Health