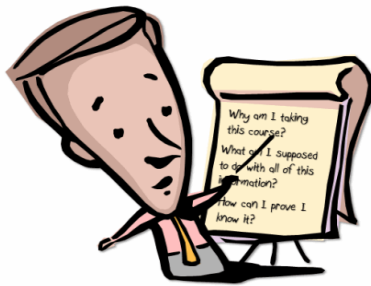


**WATCHING CIRCLE**

**\*\*\* SUMMARIZER \*\*\***  
AT THE HOSPITAL



**At home:** watch the extract and select ten words which sum up the extract. Be ready to use them all to recap.

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

Be ready to ask your friends about something you did not really understand:

*I don't understand...*

*I wonder ...*

*I would like to know...*

**In class:** You have 1 minute to use all the words you have selected to recap the extract. After listening to you, your friends will complete, contradict if necessary and try to answer your questions. Use the *communication toolbox*.

WATCHING CIRCLE

\*\*\* QUIZ MASTER \*\*\*



**At home:** watch the extract and prepare 5 questions to ask about the extract. Write 1 or 2 keywords per question. Do not use the same WH- word twice.

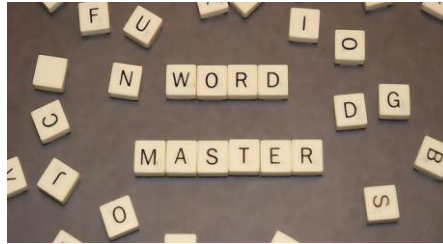
.....  
.....  
.....  
.....  
.....

**In class:** ask your questions to your friends. 1 point for each right answer given with a full sentence.

Write below the name of the winner:

## WATCHING CIRCLE

### \*\*\* WORD MASTER \*\*\*



#### **At home:**

a) Listen to the mp3 documents and repeat the words you hear.

b) Now watch the extract. You will hear these words. Then you should be able to understand their meaning using the context. Be ready to explain what you think they mean using a synonym or a periphrasis

- to pass away:
- the remains:
- to cut someone up:
- a horn:
- to pretend:
- the trunk:

Cet exercice s'apparente à celui proposé dans le premier *Watching circle* (Annexe 2). Cependant, on demande ici à l'élève d'être lui-même capable d'expliquer le sens des mots plutôt que de lui donner des périphrases ou synonymes. En effet, nous nous situons à un stade plus avancé de la séquence où le travail peut être moins guidé. Il paraît aussi important d'habituer les élèves à expliquer en utilisant des périphrases, c'est à dire à s'exprimer avec les mots qu'ils connaissent.

#### **In class:**

c) Check your answers with your friends. Pay attention to the pronunciation of these words.

d) Your teacher is going to give you pieces of paper with sentences from the extract. Pick a sentence and complete it with the appropriate word.

**WATCHING CIRCLE**

-----

a) "Is Grandpa dead?"  
" Yes honey, he....."

-----

b) "Is there any way we might be able to view the ....."

-----

c) " What happened?"  
"He .....me....." !"

-----

d) "Everybody just ..... to be normal ok?"

-----

e) "Having trouble with your ....."

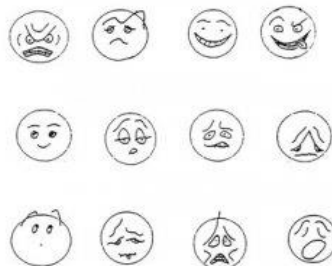
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f) "You have something in your ....."?

-----

## WATCHING CIRCLE

### \*\*\* CHARACTERIZER \*\*\*



#### At home :

a) Determine who these adjectives best correspond to ? (There might not be one for each character)

- determined
- unhappy
- worried
- sympathetic
- puzzled

b) Be ready to tell your friends which is the character that surprised you the most in this passage and explain why

#### In class :

You have 1 minute to talk about the relationships within the family. Tell your friends what surprised you. After listening to you, your friends will complete and contradict if necessary. Use the *communication toolbox*.

Ici, on attend des élèves qu'ils mettent en évidence en particulier 2 personnages :

- Dwayne, qui, pour la première fois, semble sortir de sa bulle et s'humaniser un peu lorsqu'il demande à Olive d'aller consoler sa mère.
- le père, qui semble à ce moment là le plus déterminé de tous pour aller au bout de cette aventure lorsqu'il prend la seule décision qui permettra à sa fille de participer au concours dont elle rêve.

En travaillant sur la surprise, on demande aux élèves de passer de la description à l'interprétation, et, ce faisant, de développer leurs compétences en réception.