

**Projet d'analyse d'image McLachan
proposé par Céline Roos**

<http://img378.imageshack.us/my.php?image=wiserat5wu.jpg>

1. Distribution de la 1ère image : Brainstorming

< watch and describe>

Perso There are two scientists (they're wearing white blouses), standing in a scientific laboratory in front of a table on which there is a cage with a rat in it.

One of the scientists is holding a syringe, a hypodermic needle. Behind them are lots of vials and bottles.

<What about you? Do you fear injections?>

<now, imagine what is going to happen.>

Les élèves trouvent deux variantes:

1st variation : the rat is going to become a genius, cleverer than a man. Flowers for Algernoon.

2nd variation: the rat is going to die.

<Take ten minutes and write a dialogue.>

Je passe dans les rangs.

<Act your dialogue>

Good.

Let's vote to decide which is the best.

The best one is written on the blackboard and we better it.

Trace écrite

Jusqu'ici, je n'ai distribué que la première image!

Puis distribution des deux images suivantes.

<Watch and describe>

Rapport, trace écrite.

<Imagine what is going to happen>

linguistique: will/be going to

<You can start your sentence with : I imagine/think/ they will certainly/It will be.../they're going to.../they will have to/they will be forced to>

Rapport des supputations

Asking the students' opinion.

<What do you think about vivisection? (The act of operating on living animals (especially in scientific research))> Pros/Cons

Dernière étape: distribution des trios dernières images. <React>

This cartoon was actually comic. We may wonder about the author's aim/the cartoonist's aim.

In your opinion, what is the message the author wants to convey?

Parallèlement, fait en module:

1. J'ai écrit au tableau cinq phrases choisies dans le vocabulaire qui suit, en laissant des espaces blancs à la place des articles et demandé aux élèves de compléter par (Ø, a ou the). (objectif double : exercice sur détermination, révision vocabulaire santé)
2. Proposé le jeu de rôle suivant : groupe module divisé en deux : 1er personnage (on peut lui donner un nom, les élèves l'ont appelé Mr Boomerang) : This man says he is absolutely against cruelty to animals, 2^e personnage : This journalist has found out that our man actually goes fishing every Saturday.
Prepare your arguments or defence on both sides, then argue.
J'ai injecté pour la défense l'idée de 'stalling': pour gagner du temps, renvoyer la question: "Can you clarify your question?" « Could you be more explicit ? » « I'm not sure what you mean ».

Activité qui a très bien marché, les élèves ont fait part de leur satisfaction.

Dans l'heure suivante, trace écrite des arguments trouvés dans les deux groupes de module.

Cette mini –séquence faisait en fait suite à une séquence plus large en 2de sur les animaux dans notre société avec les supports ou idées suivants :

1. Sketch « The Dead Parrot » des Monthy Python,
2. mini-jeux de rôle : petshop improvisé avec l'aide flashcards d'animaux, les élèves jouent les rôles d'un petshop owner et d'un client qui veut acheter un animal,
3. tiré de XL 2des p. 114, Unit 6 : cartoon de Snoopy « Dogs are born to be.. »
4. tiré du même manuel et unité document audio type journalistique « Born devils » (aux élèves, texte à trou donné).

Vocabulary

I can't stand it. I don't mind. I'd rather go the dentist's. But when I've got a toothache, I have to go! Get a sunburn does hurt as much. People who are in tip-top shape rarely go to the doctor.

Mad scientists.

Vivisection

Whenever I go to the doctor, he tells me to go on a diet.

Pills. Temperature. She wants him to show her his tongue.

Show me your tongue!

This nurse enjoys helping people but some children or adults can stand injections and some people are sometimes nervous and even a bit aggressive. So she has to be very patient.

A syringe.

hypodermic needle: sharp pointed metal piece that pricks the skin (attached to a syringe), used for taking blood or administering medicine

flasks

vial a small bottle or container used for storing liquids

Prepare the examining table for the next patient.

Can you cut this gauze for me?

When a doctor **diagnoses** your illness, he or she tells you what illness you have.

When an illness has gone, the patient is **cured**.

When an illness is going, a patient is **recovering** or **getting better**.

If you are **taken ill**, an illness has begun.

If a patient **deteriorates**, he or she gets worse and the illness becomes more serious.

In an emergency, people are **rushed to hospital**.

A surgeon **operates** on ill people.

An anaesthetist **puts people to sleep** before an operation.

When a part of our body is replaced it is called a **transplant**.

We **have an injection** to prevent us getting some illnesses.

We say that we **catch a cold** or **catch the flu**.

At a doctor's you need to **describe your symptoms**.

A doctor can **prescribe** tablets or medicine which you need to buy from a pharmacy or a chemist's.

When you are ill, you will **need a course of treatment**.

When we say a person **suffers** from an illness, they are feeling bad because of it.

Infectious diseases **spread** from person to person.

Cruelty to animals