

Tâche finale : Commenter une arrivée d'un tapis rouge

Production Orale : **Scénario:** You are a journalist and you have been asked to comment on the fashion styles sported by VIPs at a ceremony.

Record yourself !

<https://www.youtube.com/watch?v=5cgcfNefmlw>

Autre option : Debate time : School uniforms

Tâche intermédiaire :

-Rédaction d'une lettre au chef d'établissement pour argumenter contre l'uniforme.

| | |
|-------------------------|--|
| Objectifs culturels | <ul style="list-style-type: none"> - Les différents styles vestimentaires - Les tribus urbaines contemporaines - des films américains représentatifs de la mode d'une époque - La cérémonie des Grammy Awards |
| Objectifs lexicaux | <ul style="list-style-type: none"> - la description physique - le lexique des vêtements et des accessoires - les différents styles vestimentaires - L'expression d'opinion / L'argumentation dans le cadre d'un débat |
| Objectifs grammaticaux | <ul style="list-style-type: none"> - le présent simple et le present be+ V-ing - l'exclamation so et such - l'expression de l'opinion et du conseil (<i>you should/ you'd better / ought to + V / could + V / advise so to / recommend so to</i>) - l'expression du désaccord |
| Objectifs phonologiques | <ul style="list-style-type: none"> - les lettres muettes : should / ought to - l'accentuation des noms composés |
| Supports | <p>Manuel Together 3ème</p> <ul style="list-style-type: none"> -page 16 « Today I'm wearing..» -page 17 « Grammy Awards Red carpet» - page.18 «Urban tribes» - Compréhension Orale « Marion Uniforms » ello.org - Chanson : Macklemore feat Ryan Lewis : Wings |

Exemple de fiche élève :

Séquence n°... : Teens love fashion !

Tâche finale :






Scénario: You are a journalist and you have been asked to comment on the fashion styles sported by VIPs at a ceremony.

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Pour cette tâche finale, tu es amené à commenter l'arrivée de stars à la Cérémonie des Grammy Awards. (cf lien ci-dessus).

Tu vas devoir t'enregistrer vocalement en train de commenter le tapis rouge du début jusqu'à 2min20 de la vidéo. Ainsi tu devras décrire la tenue de stars que tu vois , réagir, donner ton avis , critiquer et même si tu ne reconnais pas certaines stars, ce n'est pas grave.

Pour cet exercice tu devras réutiliser le vocabulaire que l'on a appris sur la description physique, les adjectifs (cf fiche Grammy Awards). Tu devras aussi réutiliser les formules pour exprimer son avis, son désaccord, des ordres et des suggestions. (voir document mother and son) .

| | | | | |
|--|---|--|--|--|
|  Ecouter |  Lire |  S'exprimer oralement en continu |  Prendre part à une conversation |  Ecrire |
| | | | | |

| Niveau | Activités langagières | | JE PEUX ... |
|------------------------------|-----------------------|-----------|--|
| A2+ / B1 | Comprendre | à l'oral | -Une conversation simple, les liens entre les personnages, les informations données dans la conversation. - le sujet , les idées principales d'une chanson. |
| | | à l'écrit | -Un texte informatif. Les informations essentielles d'une annonce. - un texte argumentatif |
| | S'exprimer | A l'oral | PPC /IO : - Commenter un tapis rouge/ un fashion show. - donner son opinion, réagir lors d'un débat |
| | | A l'écrit | - Rédiger le «dress code» du collègue. - Rédiger une lettre afin d'émettre son désaccord sur l'uniforme du collègue . |

Il me faudra donc bien maîtriser : Lexique :

- Les différents styles vestimentaires/Les tribus urbaines contemporaines
- les tendances de modes de différentes époques
- la description physique

Grammaire

-le présent simple et le present be+ V-ing

- l'exclamation **so** et **such** l'expression de l'opinion et du conseil (you should/ you'd better / ought to + V / could + V / advise so to / recommend so to)
- l'expression du désaccord : I agree / I disagree with ...

Guirouard-Aizée J.

Collège Saint John Perse

Séance 1 : Introduction de la thématique

Supports: Image présentation des personnages issus du Jeu « Les Sims »

Objectifs : La description physique / les différents styles vestimentaires



Proposition de mise en oeuvre :

1/ Présentation du document: Exemples de productions qui pourraient être obtenues :

" This is a picture . We can see different characters from the game The Sims 2 "

2/Guessing game=> Look at the characters . Choose one and describe him/her to the class.

The class must find him/her !

En trace écrite on retiendra plusieurs descriptions pertinentes.

HWK : S'entraîner afin d'être capable de présenter un personnage .

SÉANCE 2 : GRAMMY AWARDS TIME!

Manuel together 3eme p.17

Classify the messages from the Grammy Awards Ceremony. Some Comments are positive, some are criticisms. Afterwards, highlight the words and punctuation marks that helped you to decide.



| Positive Comments | Criticisms |
|-------------------|------------|
| | |

| Positive adjectives | | Negative adjectives | |
|---------------------|-------------------|---------------------|-------------------|
| (in the text) | (that you know) | (in the text) | (that you know) |
| | | | |

Séance 3 : My style - My personality

Compréhension Ecrite Manuel Together 3eme p.18

Activity :Talk about the 3 different urban styles. Describe them :Origin ? Codes ?
Can you match them with the drawings ?



URBAN TRIBES Activity Sheet

First Paragraph :

1 / Circle time markers and convert them in dates :

.....
2/Underline the name of the stars mentioned . Say which period they correspond to:

3/ Highlight the pieces of clothing associated with these periods or stars. Draw conclusions about similarities and differences.

.....
.....

4/ Find a synonym for « wearing » and for « disappear » :

.....

Second paragraph :

5/ Write down the names of the clothes, objects and cities mentioned :

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

6 / Read your notes and recap what you know about hipsters :

Third Paragraph

7 / Circle the names of the other urban style mentioned

.....

8/ Say what Emos have in common with them :

.....
.....

9) Explain these expressions and deduce the meaning : a) « Faces are chalky white »

.....

b) « that just-got -out -of -a - coffin look »

.....

SEANCE 4 : It's a classy affair !

Objectifs : Expression du conseil / des suggestions / de l'interdiction / d'un ordre.

Proposition de mise en oeuvre :

1 / Anticipation à partir de l'image/ Emission d'hypothèses : It's a couple/ a mother and her son. The woman looks classy / well-dressed The boy looks ridiculous. The woman is angry. Maybe they are fighting. Maybe she doesn't like his style.. She wants him to change clothes.

2/ Compréhension du texte :

Relevé des expressions du conseil / des suggestions / de l'interdiction / d'un ordre.

3 / Mise en voix du dialogue



“The lighter side of Fashion” by Dave Berg.
© 1987 by E.C. Publications.



3 A touch of class

Read the following dialogue. Then, list all the ways of expressing **advice**, **prohibition**, of giving **orders** and making **suggestions**. Write down these structures in your *Workbook*.

Mother and son

THE MOTHER: You've got to listen to me, Len. You can't go to the Robinsons' dressed like that. You look so scruffy! Why don't you change into smarter clothes?

LEN: I hate dressing up.

THE MOTHER: Don't be ridiculous! I think you could and you should pay a little more attention to what you wear and the way you look. It's a disgrace! If I were you, I'd have a quick wash first, then I'd select some nice clothes. What about your new pair of jeans? And how

about the sweater granma knitted for you last Christmas?

LEN: Mum, I'm not a kid any more. For Heaven's sake, give me a break.

THE MOTHER: Don't answer me back!

LEN: I'm old enough to...

THE MOTHER: Stop arguing, will you. You'd better do as you're told. While you're at it, I want you to change your socks, they stink! Come on, hurry up, we're already late.

Séance 5 : Dress codes

Supports : Pictures « you can't go to school like that » - CO uniforms

Objectifs : La question de l'uniforme - l'expression du désaccord / l'interdiction et le conseil

YOU CAN'T GO TO SCHOOL LIKE THAT!



Parent: You can't wear that to school!
Kid: But everybody's wearing it!

That classic conversation is changing this year. Many American schools have new dress codes. Now you can't come to school dressed like the star of an MTV video. Some of the new rules:

- ✖ No skin visible between shirts and trousers or skirts.
- ✖ No underwear visible.
- ✖ No big holes in trousers.
- ✖ Shirts must be on both shoulders.

Some schools have T-shirts and belts for kids who arrive in clothes that don't pass. So now, instead of saying, "Oh no!" teachers are saying, "Put this on!"

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Week 3

Proposition de mise en oeuvre :

1ST PART

1 / Dans un premier temps montrer séparément le clan « classique »: décrire : Who ? Age ? Clothes / Style ? .

2 / Puis montrer le clan « branché » décrire : Who ? Age ? Clothes / Style ?

3 / Dévoiler le document avec le texte :

It's a conversation / clash between parents and kids about dress codes.

There are rules to respect in American schools. Examples ?.....

Reaction ? .It's normal to wear something decent to go to school. etc...

We should have the right to choose what we want to wear ...

2ND PART

HWK : **Compréhension Orale** : Uniforms

<http://www.ello.org/english/0401/410-Marion-Naughty.htm>

Exemple de productions attendues

There are two persons speaking.

Job ? The woman works in a school ;

Situation ? Topic ? they're talking about uniforms at school.

Opinions ? Marion thinks it's good to wear uniforms to make everybody equal.

The man disagrees. He thinks it's important for teenagers to show their personality.

Money ? Clothes and money ? Marion thinks uniform is a good way to avoid inequality. Because you can feel left down if your parents cannot afford brands like the others.

HWK: Prépare toi à parler de l'uniforme dans ton collège et à donner ton opinion

Guirouard-Aizée J.

Collège Saint John Perse

SÉANCE 6 : MY SCHOOL - MY DRESS CODE

PRODUCTION ORALE / ECRITE

Objectifs : Exprimer son désaccord / Argumenter / donner son opinion

1st ACTIVITY : Describe your school uniforms !

2nd ACTIVITY : You want to express your disapproval of the dress codes in your school. Write a letter to your headmaster in order to contest. Give at least 5 arguments.

Le format de la lettre, et l'organisation des idées auront été revus lors de la Séance d'AP précédent cette séance.

SEANCE 7 :Tâche finale :

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1 / Visionnages / Arrêts sur image / Prise de note

2 / Préparation des commentaires

3/ Enregistrement

Pour aller plus loin

1/ Music : « WINGS » by Macklemore

"Wings"

(feat. Ryan Lewis)

Thèmes abordés : Les jeunes et la mode / La société de consommation / la discrimination / le port de tenues de marques

I was seven years old, when I got my first pair
And I stepped outside
And I was like, momma, this air bubble right here, it's gonna make me fly
I hit that court, and when I jumped, I jumped, I swear I got so high
I touched the net, momma I touched the net, this is the best day of my life
Air Max's were next,
That air bubble, that mesh
The box, the smell, the stuffin', the tread, in school
I was so cool
I knew that I couldn't crease 'em
My friends couldn't afford 'em
Four stripes on their Adidas
On the court I wasn't the best, but my kicks were like the pros
Yo, I stick out my tongue so everyone could see that logo
Nike Air Flight, but bad was so dope
And then my friend Carlos' brother got murdered for his Fours*, whoa

See he just wanted a jump shot, but they wanted his Starter coat, though
Didn't wanna get caught, from Genesee Park to Othello
You could clown for those Pro Wings, with the Velcro
Those were not tight
I was trying to fly without leaving the ground,
Cause I wanted to be like Mike, right
Wanted to be him, I wanted to be that guy, I wanted to touch the rim
I wanted to be cool, and I wanted to fit in,
I wanted what he had, America, it begins

[Chorus:]

I want to fly
Can you take me far away
Give me a star to reach for
Tell me what it takes
And I'll go so high
I'll go so high
My feet won't touch the ground
I stitch my wings

And pull the strings
I bought these dreams
That all fall down

We want what we can't have, commodity makes us want it
So expensive, damn, I just got to flaunt it
Got to show 'em, so exclusive, this that new shit
A hundred dollars for a pair of shoes I would never hoop in
Look at me, look at me, I'm a cool kid
I'm an individual, yeah, but I'm part of a movement
My movement told me be a consumer and I consumed it
They told me to just do it, I listened to what that swoosh said
Look at what that swoosh did
See it consumed my thoughts
Are you stupid, don't crease 'em, just leave 'em in that box
Strangled by these laces, laces I can barely talk
That's my air bubble and I'm lost, if it pops
We are what we wear, we wear what we are
But see I look inside the mirror and think Phil Knight tricked us all
Will I stand for change, or stay in my box
These Nikes help me define me, but I'm trying to take mine, off

[Chorus:]

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Tell me what it takes
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It started out, with what I wear to school
That first day, like these are what make you cool
And this pair, this would be my parachute
So much more than just a pair of shoes
Nah, this is what I am
What I wore, this is the source of my youth
This dream that they sold to you
For a hundred dollars and some change
Consumption is in the veins
And now I see it's just another pair of shoes

[* Air Jordan IV

Proposition d'une compréhension guidée de la chanson :

First verse line 1 - 5

- 1) What's the topic ?
- 2) Effect of the object on him ? Impact ? Emotion provoked ?

Line 6-15

- 3) What's the topic now ?
- 4) What about his attitude in school ?

Line 16 to 25

- 5) What happened to Carlos' brother ?
Conclusion ?

- 6) Which verb is repeated ?
What's the motivation ?

Line 37 to 45

- 7) Relevez les verbes .

=> What's the main idea conveyed ?

Line 42-48 : Relevez les verbes .

- 8) What's the main idea conveyed ? Why does he want these pair of shoes ?

- 9) **Line 50** « We are what we wear , we wear what we are »
Can you explain this sentence? Do you agree ? Justify.

Line 65 till the end .

- 10) What does this pair of shoes represent ?
- 11) What does the singer criticize in this song ?
- 12) Reaction ? Opinion ? Do you feel concerned about this ?

Guirouard-Aizée J.

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Pour aller plus loin.....

Si vous souhaitez mettre en place un débat avec vos élèves à la fin de cette séquence pour réutiliser l'expression de désaccord / de l'opinion / l'argumentation

2 / Debate time !

- All schools should have uniforms.
- Brands should not be accepted at school