



2019/2020

Annexes

Restyling the Queen, 5e

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Tâche finale : Congratulation ! You are the new fashion designer of Queen Elizabeth II. She wants you to choose new clothes for her. She explains that she needs to appear modern and close to her people while still looking like a Queen. Prepare a presentation of the clothes you have chosen.

Tâche intermédiaire : You are a special correspondent of the BBC and you cover a royal event. The journalist on the TV set asks you what the Royal family is wearing. Describe the clothes of the members of the Royal Family. Explain who is related to who.

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Clothes

Match the words

a) jumper	1) manteau
b) shirt	2) veste
c) t-shirt	3) t-shirt
d) trousers	4) chaussures à talon
e) jeans	5) survêtement
f) jacket	6) robe
g) coat	7) pull
h) shoes	8) chemise
i) trainers	9) jupe
j) high-heeled shoes	10) costume (pour un mariage par exemple)
k) skirt	11) pantalon
l) dress	12) short
m) tracksuit	13) baskets
n) suit	14) chaussures
o) shorts	15) jean

Text 1



Harry and Meghan drop royal duties

19 January 2020



The couple will no longer formally represent the Queen. It follows their announcement that they wanted to "step back¹" as senior royals. "Harry, Meghan and Archie will always be much loved members of my family," the Queen said.

"Nothing like this has ever happened² before"

Last year, they both spoke about the difficulties of royal life and media attention.

The duke said he feared his wife would fall victim to "the same powerful forces" that led to his mother's death.

¹ to step back = reculer (ici, se retirer)

² to happen = se passer

'Harry and Meghan drop royal duties' (Text 1)

Answer the questions in your copybook

Toolbox:

forename = *prénom*

other = *autre*

sentence = *phrase*

stand for = *représenter*

their own ... = *leur propre ...*

- 1) What type of document is it and when was it written?
- 2) Find the three forenames in the text. Who is the other person mentioned in the text?
- 3) 'The couple will no longer formally represent the Queen.' (l.1-2)
 - (a) Who is the couple ?
 - (b) Can you find a word expressing a negation in this sentence ?
 - (c) Underline the subject, the word expressing the negation, the verb and the object. Do you understand the sentence ?
- 4) '(...) they wanted to « step back »' (l.4).
 - (a) Does 'they' stand for the Queen or Meghan and Harry?
 - (b) Look at the first verb. Is it their own decision?

Have you finished ? Here is another question for you

- 5) 'Last year, they both spoke about the difficulties of royal life and media attention.' (l.12). Why have Meghan and Harry quit their job in the Royal Family ?

Worksheet 3a

The couple's decision is surprising but understandable. Harry's family is not mad at them because the media's stubbornness is hard to cope with. Indeed Harry and Meghan 'both spoke about the difficulties of royal life and media attention'.

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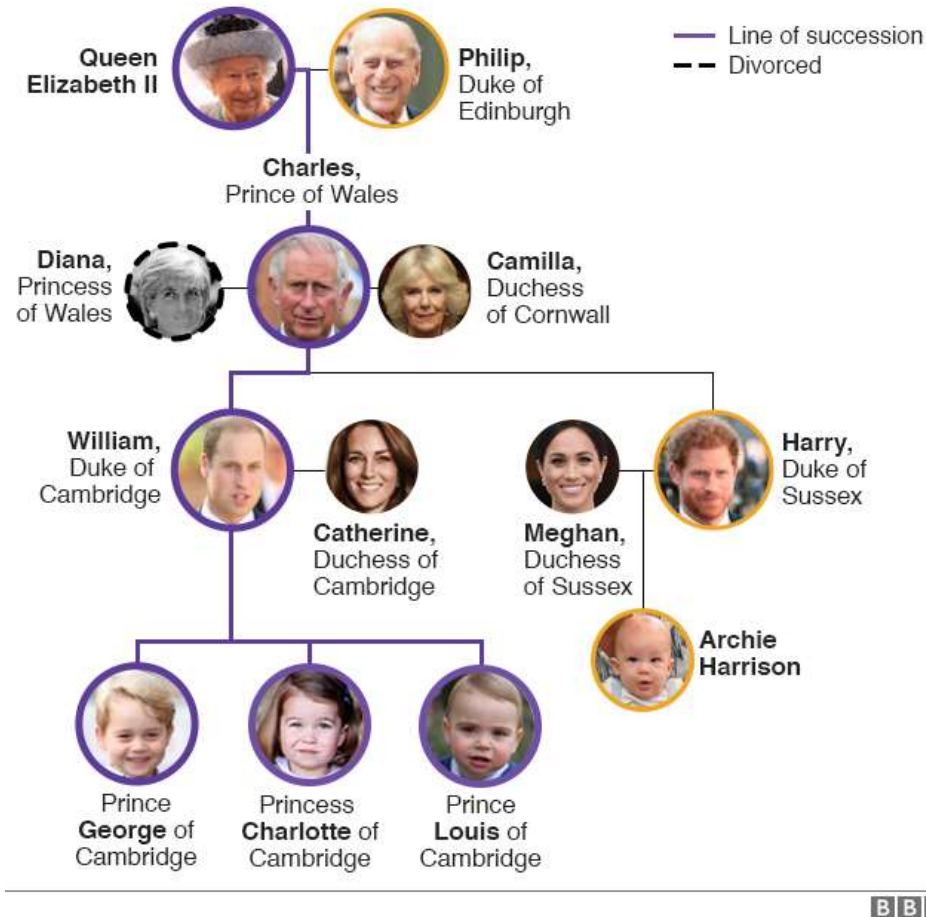
Worksheet 3b

The couple's decision is surprising but understandable. Harry's family is not mad at them because the media's stubbornness is hard to cope with. Indeed Harry and Meghan 'both spoke about the difficulties of royal life and media attention'.

a) <i>The couple's decision</i>	1) <i>L'acharnement des médias</i>
b) <i>Harry's family</i>	2) <i>La décision du couple</i>
c) <i>The media stubbornness</i>	3) <i>Les difficultés de la vie royal et de l'attention des médias</i>
d) <i>The difficulties of royal life and media attention</i>	4) <i>La famille de Harry</i>

Find the names for the members of a family thanks to the family tree and the text.

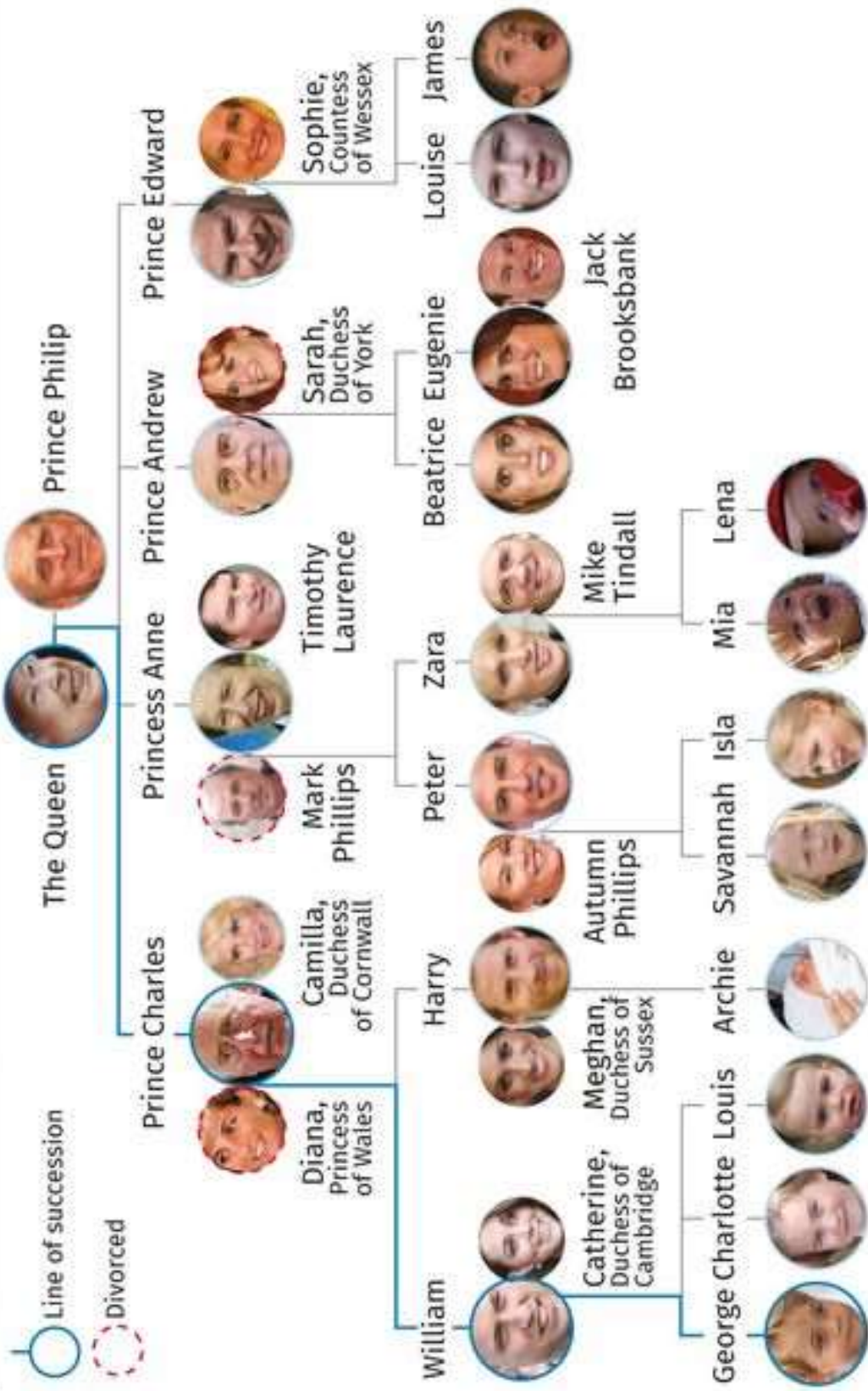
Harry sits outside the direct line of succession



Elizabeth's husband is Philip. Harry's wife is Meghan. Charles is Elizabeth's son. Charlotte is Catherine's daughter and George's sister. So George is Charlotte's brother. Archie is Louis's cousin and Charlotte is Archie's cousin. William is Louis's father and Catherine is Louis's mother. Charlotte's grandmother is Diana and George's grandfather is Charles. Archie's uncle is William and Archie's aunt is Catherine.

- husband =
- wife =
- son =
- daughter =
- sister =
- brother =
- cousin =
- father =
- mother =
- grandmother =
- grandfather =
- uncle =
- aunt =

Royal family tree



PA graphic

Worksheet 6b (cut the labels before class)

King / Queen = head of state

the rest of the royal family

royal engagements

working with charities

no power to pass laws

opening parliament

or only formalities

making visits around the world

every bill needs royal assent

a symbolic role

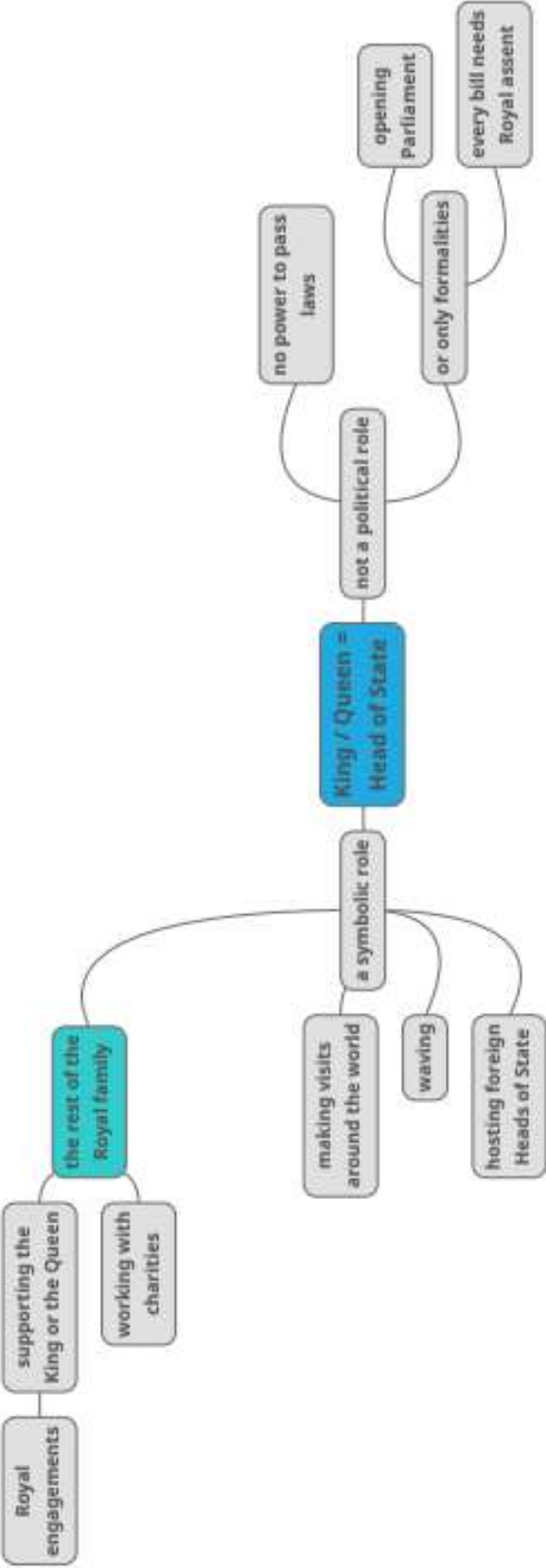
waving

not a political role

supporting the King or the Queen

hosting foreign Heads of State

Worksheet 6



Worksheet 7

Start to learn the following words

Salopette = **overalls**

Soie = **silk**

Bleu canard = **peacock-blue** (! peacock = paon)

A pois = **polka-dot** (ex : a polka-dot scarf)

Mocassin = **loafer**

Cravate = **tie**

Rayé = **striped** (ex : a striped scarf)

Bracelet = **bracelet**

Bague = **ring**

Echarpe = **scarf**

Boucle d'oreille = **earring**

Chaussette = **sock**

Casquette = **cap**

Collier = **necklace**

Lunettes de soleil = **sunglasses**

Maillot de bain = **swimsuit**

Ceinture = **belt**

Bleu clair = **light blue**

Argent / en argent / argenté = **silver**

Broche = **brooch**

Plume = **feather**

Bleu marine = **navy blue**

Cuir = **leather**

Velours = **velvet**

Si tu hésites sur la prononciation de certains mots, tu peux utiliser le site suivant :
<https://fr.youglsh.com/>

Toolbox A : présent simple

To be

.....
.....
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.....
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To have

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

To play

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

(+) La reine rencontre le premier ministre toutes les semaines =
.....

(-) La reine ne vote pas. =

(-) "Je ne vote pas." dit la reine.=

(?) Est-ce la reine joue avec ses corgis tous les jours? =
.....

Toolbox B : présent simple

To be

I am
.... are
he/she/it
.....are
you.....
they.....

To have

I
You
..... has
..... have
you.....
they.....

To play

I.....
You.....
He/she/it.....
We.....
You.....
They.....

(+) La reine rencontre le premier ministre toutes les semaines = The Queen (to meet) the Prime Minister every week.

(-) La reine ne vote pas. = The Queen (to vote)

(-) "Je ne vote pas." dit la reine.= "I (to vote)" The Queen says.

(?) Est-ce la reine joue avec ses corgis tous les jours? = the Queen (to play) with her corgis every day?

! Utiliser l'auxiliaire "DO" pour former les phrases négatives et les questions.

Toolbox A : présent be+ing

"The Queen is waving at the crowd and she is wearing a blue skirt" The journalist says.

=> Comment forme-t-on le présent be+ing ?

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

(-) "La reine ne porte pas une jupe bleu." dit le journaliste =

.....

(?) "Est-ce que la reine porte une jupe bleu?" demande le journaliste =

.....

! L'auxiliaire est "be" pour le présent be+ing, alors que pour le présent simple l'auxiliaire est "do"

Toolbox B : présent be+ing

"The Queen is waving at the crowd and she is wearing a blue skirt" The journalist says.

=> Comment forme-t-on le présent be+ing ?

Après le sujet on met l'auxiliaire (am/are/is) puis le verbe principal avec à la fin.

(-) "La reine ne porte pas une jupe bleu." dit le journaliste =

"The Queen (to wear) a blue skirt." The journalist says.

(?) "Est-ce que la reine porte une jupe bleu?" demande le journaliste =

..... the Queen a blue skirt?" The journalist asks.

! L'auxiliaire est "be" pour le présent be+ing, alors que pour le présent simple l'auxiliaire est "do"

Toolbox :

Often = souvent
At the moment = en ce moment
Every = chaque
Right now = maintenant
Below = en dessous
Above = au dessus

The role of the Queen or the King is a symbolic role.

The Queen often makes visits around the world.

The Queen is wearing a pink dress.

The Queen is waving at the crowd at the moment.

The Queen opens Parliament every year.

The Queen is wearing a purple hat.

The rest of the royal family supports the Queen.

The Queen is talking to children right now.

1) Look at the categories below. Associate them to the sentences above.

- description
- faits/vérités
- routine/habitude
- ce que l'on fait en ce moment

2) Take your lead pencil. Draw a cross in front of the sentences which use the present simple and a triangle in front of the sentences which use the present continuous (= présent be+ing).

(For the correction you will use two different highlighters)

3) Answer the following question in French :

Dans quelles situations utilise-t-on le présent simple et dans quelles situations utilise-t-on le présent be+ing?

Worksheet 9a

Exercise 1 : Vocabulary

From French to English

chaussures à talon :
chemise :
cravate :
une écharpe à pois :
baskets :
mari :
fils :

From English to French

jacket :
coat :
a striped scarf :
overalls :
tracksuit :
daughter :
wife :

Exercise 2 : grammar (translate the sentences)

La soeur de Louis est Charlotte =
Charlotte est la soeur de Louis =
Charles est le père de William =
Le père de William est Charles =
Les difficultés de la vie royale et de la célébrité =

Célébrité = **celebrity**

Exercise 3 : grammar (Translate the sentences using the present simple)

La reine aime les corgis. =
La reine ne parle pas japonais =
Est-ce que la reine parle français? =

japonais = **Japanese**
parler = **to speak**

Exercise 4 : Grammar (Translate the sentences using the present continuous = présent **be+ing)**

Camilla porte une robe violette. =
Camilla ne porte pas de chapeau. =
Est-ce que Camilla porte des chaussettes ? =

Porter (un vêtement) = **to wear**

Exercise 1 : Vocabulary

From French to English

chaussures à talon : **high-heeled shoes**

chemise : **shirt**

cravate : **tie**

une écharpe à pois : **a polka-dot scarf**

baskets : **trainers** (anglais britannique) / **sneakers** (anglais américain)

mari : **husband**

fil : **son**

From English to French

jacket : veste

coat : manteau

a striped scarf : une écharpe rayée

overalls : salopette

tracksuit : survêtement

daughter : fille (de quelqu'un)

wife : femme (=épouse)

Exercise 2 : grammar (translate the sentences)

La soeur de Louis est Charlotte = **Louis's sister is Charlotte.**

Charlotte est la soeur de Louis = **Charlotte is Louis's sister.**

Charles est le père de William = **Charles is William's father.**

Le père de William est Charles = **William's father is Charles.**

Les difficultés de la vie royale et de la célébrité = **the difficulties of royal life and celebrity.**

Exercise 3 : grammar (Translate the sentences using the present simple)

La reine aime les corgis. = **The Queen likes corgis.**

La reine ne parle pas japonais = **The Queen doesn't speak Japanese. / The Queen does not speak Japanese.**

Est-ce que la reine parle français? = **Does the Queen speak French ?**

Rappel présent simple :

- Ne pas oublier le « s » de la troisième personne du singulier
- L'auxiliaire « do » est comme un aimant. Il attire le « s » de la troisième personne du singulier et la négation.

Exercise 4 : Grammar (Translate the sentences using the present continuous = présent be+ing)

Camilla porte une robe violette. = **Camilla is wearing a purple dress.**

Camilla ne porte pas de chapeau. = **Camilla is not wearing a hat.**

Est-ce que Camilla porte des chaussettes ? = **Is Camilla wearing socks ?**

Toolbox CBC News video A

Material = tissu

Rationed clothing coupons = coupons de rationnement pour acheter du tissu

Weaving in = coudre dedans

Speech = discours

Silk = soie

shamrocks = trèfles à trois feuilles (symbole de l'Irlande)

heather = bruyère

landscape = paysage

bright = de couleur vive

to spot = repérer

Toolbox CBC News video B

War

To marry

Flattery

Diplomatic

Reconciliation

Uniform

Worksheet 10a

1) First, answer the following question thanks to what you have learnt since the beginning of the project.

Has the Queen real political powers ?

2) Second, get prepared to watch the video.

- The video is about the Queen's clothes
- In the end, you will have to write a short text with the information you got in the video.
- You do not have to understand everything. Here are some questions to guide you. You will find the answers in the video.
 - o Can clothes transmit a message ?
 - o Are the Queen's clothes chosen randomly ?
 - o What is the impact the Queen has thanks to her clothes ? (a political impact and/or a diplomatic impact and/or an impact on fashion and/or an impact of the economy)

3) Watch the video once and complete the table below

Visual clues (text on the screen, landscape, people you see...)	Clues you can hear (music, noise, accent, ... but <u>no</u> words nor sentences)

Worksheet 10b

- 4) Watch the video a second time. I will stop the video from time to time. Write down what you understand (words, sentences...) in the second column. Watch it a third time and complete your notes by writing in the third column.**

Beginning of the video		
Middle of the video		
End of the video		

- 5) In groups, write a text in English to sum up the video. Use the questions to guide you.**

- Can clothes transmit a message ?
- Are the Queen's clothes chosen randomly ?
- What is the impact the Queen has thanks to her clothes ? (a political impact and/or a diplomatic impact and/or an impact on fashion and/or an impact on the economy)

Test de connaissances

Exercise 1 : Translate the words (/5)

Pantalon =

Robe =

Survêtement =

Cousine =

Grand-mère =

Exercise 2 : Translate the words (/5)

Aunt =

Daughter =

Jumper =

Trainers =

Shirt =

Exercise 3 : Translate the sentences (/10)

Harry porte un pull aujourd'hui. =

En ce moment, la reine salue la foule. =

William est le fils de Charles. =

Harry travaille souvent avec des associations caritatives. =

Catherine est la femme de William. Elle a un rôle symbolique. =

*Saluer (de la main) = **to wave at** / la foule = **the crowd** / des associations caritatives = **charities***

Bonus : Explique, en français ou en anglais, ce qu'est le « tartan » et ce qu'est un « kilt ». (+ 1 point)

Grille d'évaluation : tâche intermédiaire

Evaluation par notes et par compétences

	1	2	3	4	Notes
» Mobiliser a bon escient ses connaissances lexicales, culturelles, grammaticales pour produire un texte oral sur des sujets varies.				<i>J'ai su utiliser le vocabulaire des vêtements et des membres de la famille. J'ai pu expliquer des liens de parenté. J'ai su décrire des personnes.</i>	/10
» Developper des strategies pour surmonter un manque lexical lors d' une prise de parole, s' autocorriger et reformuler pour se faire comprendre.				<i>J'ai su m'exprimer de manière relativement fluide sur un sujet connu mais avec un élément de surprise, le tout sans notes.</i>	/2,5
» Respecter un registre et un niveau de langue.				<i>J'ai su m'exprimer dans le registre et avec le niveau de langue adéquats.</i>	/2,5
» Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adequates.				<i>Ma prononciation et mon accent n'ont pas été un frein à la compréhension de mon discours. J'ai su capter et garder l'attention de mon public.</i>	/5
BILAN » Prendre la parole pour raconter, decrire, expliquer, argumenter.				<i>J'ai réalisé la tâche intermédiaire avec succès.</i>	Note finale <u>/20</u>

1 – Maitrise insuffisante / 2- Maitrise fragile / 3 – Maitrise satisfaisante / 4 -Très bonne maitrise

Entraînement tâche intermédiaire : Describe the Queen's clothes



(Vu que la photocopie est en noir et blanc, voici des indications sur les couleurs : la reine est habillée en bleu, elle a des gants bleu foncé, deux plumes de son chapeau sont jaunes, elle a une broche en argent et des boucles d'oreilles blanches)



IDEE POUR LA TACHE INTERMEDIAIRE : Pour varier les phrases, tu peux utiliser « There is / There are » (= il y a)

Exemple de document à projeter au tableau pour la tâche intermédiaire



Charles / Camilla / Elizabeth II / Meghan / Harry / William / Catherine / Anne (la fille de Elizabeth II)

Toolbox : uniforme = **uniform** / médaille = **medal**

Grammaire : Pouvoir faire des suggestions polies tout en donnant des explications simples



Ne pas donner d'ordre à la Reine (donc ne pas utiliser l'impératif). Il faut suggérer les idées pour être poli.

Read the following sentences

I think that the purple dress is smart. The fabric is elegant.

= Je pense que la robe violette est élégante. Le tissu est élégant.

I believe that green is a great colour **because** it symbolizes hope. It is an important message.

= Je pense que le vert est une super couleur parce que cela symbolise l'espoir. C'est un message important.

It is a good idea to associate burgundy clothes and grey clothes. **Indeed** it is glamorous.

= C'est une bonne idée d'associer des vêtements bordeaux et des vêtements gris. En effet c'est chic.

People like to see beautiful clothes **but they do not like to** see expensive clothes on a Queen. They like to see clothes they can afford.

= Les gens aiment voir de beaux vêtements mais ils n'aiment pas voir des vêtements chers sur une Reine. Ils aiment voir des vêtements qu'ils peuvent se permettre financièrement d'acheter.

A Queen is always classy and stylish.

= Une Reine est toujours élégante et chic.



Tu pourras utiliser ces constructions de phrases pour la tâche finale.

J'utilise le **présent simple** dans ces phrases.

To think = penser
That = que
Smart = élégant ou intelligent
Fabric = tissu
Elegant = élégant
To believe = croire/penser
Because = parce que
To symbolize = symboliser
Hope = espoir
To associate = associer
Burgundy = bordeaux (couleur)
Indeed = en effet
Glamorous = glamour/chic
To see = voir
Expensive = cher/couteux
I can afford the dress = Je peux me permettre la robe financièrement
Classy = élégant
Stylish = chic

Activité d'application : Complete the sentences to create new sentences. Use your copybook.

I think that..... is

I believe that
because.....

A Queen is always

It is a good idea to
Indeed.....

<p>Visual clues (text on the screen, landscape, people you see...)</p>	<p>Clues you can hear (music, noise, accent, ... but <u>no</u> words nor sentences)</p>
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<p>Beginning of the video</p>		
<p>Middle of the video</p>		
<p>End of the video</p>		

Grille d'évaluation : tâche finale

Evaluation par notes et par compétences

	1	2	3	4	Notes
» Mobiliser a bon escient ses connaissances lexicales, culturelles, grammaticales pour produire un texte oral sur des sujets varies.				<i>J'ai su présenter des vêtements et faire des suggestions polies. J'ai montré que j'avais conscience que les vêtements transmettent un message et que la façon dont la Reine s'habille peut avoir un impact sur la vie du pays et sur la monarchie.</i>	/10
» Developper des strategies pour surmonter un manque lexical lors d'une prise de parole, s'autocorriger et reformuler pour se faire comprendre.				<i>J'ai su m'exprimer de manière relativement fluide sur un sujet connu avec des notes.</i>	/2,5
» Respecter un registre et un niveau de langue.				<i>J'ai su m'exprimer dans le registre et avec le niveau de langue adéquats.</i>	/2,5
» Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.				<i>Ma prononciation et mon accent n'ont pas été un frein à la compréhension de mon discours. J'ai su capter et garder l'attention de mon public.</i>	/5
BILAN » Prendre la parole pour raconter, decrire, expliquer, argumenter.				<i>J'ai réalisé la tâche finale avec succès.</i>	Note finale <u>/20</u>

1 – Maitrise insuffisante / 2- Maitrise fragile / 3 – Maitrise satisfaisante / 4 -Très bonne maitrise