

**Final task :**

Prepare a role-play about the Van De Kemp family.

Andrew has decided not to go to university after school before he refuses to conform to his parents' lifestyle. He doesn't want to become like them.

He announces his plan to his family.

**Grammar :**

- les structures de la soumission (amorce du passif)
- les structures de la persuasion
- enough / too / so / such

**Vocabulary :**

- consommation
- conformité et standardisation
- la dénonciation et la critique

### 1. One hundred Campbell's Soup Cans - Andy Warhol - 1962

Objectif: proposer une oeuvre d'art à des élèves et l'étudier - mobiliser du vocabulaire l'enrichir et le réactiver - expression orale libre -

- Identify : *painting - work of art / advert (for what product ?)*
- Describe : *identical red-labelled cans / tins of soup*
- Impressions ? *Surprising / amazing / eye-catching / strange / thought-provoking /*
- Goal of the author ?
- does this pile of cans remind you of a place ?

*Supermarket ==> mass consumption / consumer society / advertising*  
*He wanted to criticize ...*  
*He intended to denounce ... the uniformity of our*  
*society He aimed at exposing ...*

- **Fiche lexicale** : liste de vocabulaire et fiche avec phrases à traduire

**HWK :**

- lexique à apprendre
- fiche de traduction à terminer
- citation de Warhol à commenter : "In the future everyone will be world-famous for 15 mns" 1968

➤ **Correction**

1. By highlighting / underlining / stressing uniformity and standardization, Warhol denounces consumers' lack of personality.

This painting reflects our society which is at the mercy of advertisers.

Warhol wanted to urge us to resist uniformity.

In our consumer society more and more ads / adverts / advertisements try to influence us into buying more and more consumer goods.

He is at the mercy of brands and follows the fashion like a slave. In short, he really lacks personality.

Consumers are not all alike and are not mere machines.

A lot of people consumer the same food all the time because they are devoid of imagination and are victims of conformity.

Don't do as others do / don't copy! You're neither a puppet nor a robot.

2. comply with / conform to

be guided by

be deprived of

depend on / upon

be submitted to

be similar to

brainwash sb into + ing

➤ **Exercice de mémorisation / réactivation lexicale à faire en classe :**

- Faire tirer au sort un mot dans la liste de vocabulaire à des groupes de 2.

*(advert / brand / comply with / target / brainwash / consumer / copycat / puppet / standardize)*

- Donner 5 minutes de préparation pour écrire une définition.
- Lire la définition.
- Le reste de la classe doit deviner le mot.

*Il pourrait être intéressant de couper la classe en deux (ou d'utiliser les heures dédoublées) pour proposer à un groupe le travail sur la vidéo et à l'autre groupe le travail sur la chanson afin de prévoir une séance de mise en commun (interaction et déficit d'information). Pour mieux comprendre le doc, les élèves ont besoin des deux aspects + efficacité du cours. Des activités seraient malgré tout proposées à l'ensemble de la classe*

## 2. **Opening Credits Weeds** (si possible sans la chanson étudiée plus tard)

Objectif: exploitation d'images à commenter - réactivation du vocabulaire - support contemporain - poser un regard critique sur la société - (+ travail d'interaction : être capable de présenter le travail effectué au reste de la classe)

### ➤ 1ère diffusion:

- Identify the type of document : *opening credits (≠ closing credits) of a television series (names of actors and actresses)*
- Reaction ? : *a series of similar /identical things. Everything looks alike.*

### ➤ 2ème diffusion:

- Make a list of things that are identical: *houses / cars / trees / joggers / inhabitants (wear the same clothes) who do the same activities at the same time : drink coffee / drive cars / shop*
- Share your impressions ? *Houses are similar : what we see is uniform / standardized. We have the impression people are puppets / mere machines. They lack personality and are submitted to social uniformity. They are conditioned into buying the same houses, to going to the same coffee shops.*

### ➤ 3ème diffusion:

- Watch the setting and be ready to describe it. *Nice /safe /clean / wealthy ==> a typical American suburb (residential areas on the outskirts of a city composed of detached single family homes) ==> conformity - middle class*
- Faire un lien avec le tableau de Warhol : *We can draw a parallel between Warhol's painting and these opening credits since it depicts a uniform society.*

### ➤ 4ème diffusion:

- Pay attention to the end.  
*Name of the series : "Weeds and a leaf":*
  - *slang for cannabis*
  - *wild plant that you want to get rid of in a garden*
- React. *It is quite surprising / unexpected to see drugs in an American suburbs where wealthy American families live. There is a contrast between the middle-class suburbs and drugs that are connected to illegality and unsafety. It shows that despite appearances, there are flaws. You can't rely on what you see because it does not necessarily reflect reality.*

**HWK** : rechercher le sujet de la série. *(a widowed housewife from a wealthy suburb becomes a drug dealer to make ends meet)*

### 3. Little Boxes - Malvina Reynolds

Objectif: Entraînement à la CO - poser un regard critique sur la société - sensibiliser à la chanson de protestation - réactivation du vocabulaire - (+ travail d'interaction : être capable de présenter le travail effectué au reste de la classe) - enrichissement de la production par structures - entraînement à l'écriture (d'imitation) et à la mise en voix -

- Listen and write down the stressed words : *little boxes / same / all / ticky - tacky / and / all*  
Effect ? *Repetition / nursery rhyme*

- Classify the words you have found into two categories.  
*People* : *university / doctors / lawyers / business executives*  
*Houses* : *little boxes / ticky tacky / green / pink / blue / yellow*

*The houses mentioned are made of bad quality material and are painted with bright garish (criard) colours and all look identical.*

- Put the events concerning people in the chronological order.  
*Live in uniform suburbs / university / great jobs / typical middle class hobbies / children at school / children at university / etc etc ...*  
==> *same life pattern / social reproduction / social pressure*

- Distribuer les paroles. Après une activité sur l'intonation et l'accentuation de la chanson, lire le passage correctement puis **tâche intermédiaire d'écriture et lecture orale**: écrire un couplet et le lire correctement (thématique à définir)

- HWK :

- Reformulation avec les prompts suivants : *disapprove of / reproach with / have to / be expected to / be submitted to / be made to* + fiche réflexion

- Fiche structures de la persuasion (phrases à traduire + réflexion sur la construction à la correction) - Structures à connaître

#### ➤ Correction

L'expression de la persuasion

1. Verbe + Complément + TO + Base Verbale

- a- What's wrong with trying to get people to buy a diamond engagement ring ?
- b- He tried to convince his father to change his old TV set for a new one.
- c- Advertisers are always urging consumers to buy before it's too late.
- d- The kids were pestering us to go to Disneyland.

2. Verbe + Complément + INTO + V-ING

Dans cette structure, le verbe qui suit INTO indique le résultat et le verbe qui précède INTO indique le moyen utilisé pour atteindre ce résultat.

- a- We talked our parents into buying a minivan.
- b- Commercials often brainwash consumers into buying things they don't want.
- c- She badgered her daughter into doing her homework.
- d- My son cajoled me into buying him a new i-Pod.
- e- His mother shamed him into apologizing to his friend.
- f- We had to coax Jennifer into visiting her uncle in hospital.
- g- Clever advertising often lures customers into buying useless gadgets.

#### 4. **Desperate Housewives** (prévoir de couper certains passages)

Objectif: entraînement à la CO -support contemporain - travail de groupe qui favorise l'interaction entre les élèves - entraînement à la tâche finale (EOI) - dégager l'implicite - caractérisation des personnages -

➤ **1ère diffusion:**

- Names of the characters + relationships: *Andrew and Danielle are the children of Bree and Rex Van de Kemp.*
- Topic : *they are talking about what is for dinner tonight.*

➤ **2ème diffusion:** (prévoir grille d'aide à la compréhension)

- More information about the problem:  
*Andrew and Danielle are unhappy with food their mother serves them because it is too refined/elaborate. (osso bucco and basil puree). They'd rather have "normal" food like onion soup or pork and beans. On the contrary Bree thinks it is normal to cook a meal for her family every night. For her, beans are not good enough / not refined enough!*
- Atmosphere : *tense*

➤ **3ème diffusion:** on divise la classe en 3 groupes

- ✓ Andrew and Danielle (à distinguer si les élèves y arrivent)  
*provocative / rebellious / argumentative / ungrateful /  
They blame their mother for serving gourmet food. They would like their mother to stop trying to be perfect / to relax / to chill out / to loosen up.*
  - ✓ Bree  
*disappointed / shocked / unhappy / humiliated / unappreciated / obsessed by perfection / conservative / traditional / perfectionist / betrayed  
She expected her husband to support her / stand by her / help her.*
  - ✓ Rex  
*unsupportive / disinterested / submissive / fed up / unhappy / frustrated / uncomfortable / ill at ease  
He keeps silent all along the argument and he doesn't seem to care. He changes the conversation.*
- Describe the attitude of the characters and their feelings.

➤ **Distribuer le script.**

- Entraînement à la lecture avec intonation et prononciation sur un passage précis.

➤ **Tâche intermédiaire d'expression orale:** jouer la scène.

## 5. Evaluation CO Desperate Housewives

### 6. Does suburbia breed violence?

Objectif: entraînement à la CE - lire un document authentique - pousser la réflexion sur le sujet proposé -

- ✓ Observe the paratext. Introduce the document : What do you expect to learn ?  
*A article from an Internet website specialized in architecture.*  
*synonym for breed: cause / produce*  
*This article is likely to explain why violence may be linked to suburbs.*
- ✓ Emission d'hypothèses quant à ce lien (qui peut sembler bien déroutant)
- ✓ Now read the first paragraph to find the answers ! (vérification des hypothèses)
  - "America's towns and neighborhoods have become breeding grounds for violence."
  - " shooting rampages by teenaged gunmen ... are usually suburban"
  - "a profound connection between the environments we build and the ways we feel and behave."
  - "America's tract style homes and sprawling suburban neighborhoods lead to social isolation and a failure to communicate."**
- ✓ Read the rest of the text and find examples that justify this thesis.
- ✓ Organiser les notes sous forme de tableau

<u>Suburbia ... a place to live</u>	<u>Suburbia ... a place to leave</u>	<u>The ideal community</u>
<p>"the streetcar, or electric trolley allowed people to <b>live easily outside the cities.</b>"</p> <p>"Americans enjoy living in <b>single-family homes with large, private yards. Their view: more sprawl means less crowding, and an improved quality of life.</b>"</p>	<p>"the end of <b>authentic civic life</b>"</p> <p><b>"dangerous"</b></p> <p>"they don't foster <b>a sense of community.</b>"</p> <p>"driving cars,"</p> <p>"affluent Americans <b>barricade themselves inside exclusive, enclosed neighborhoods</b>"</p> <p><b>"misunderstanding, stereotyping, and fear."</b></p> <p><b>"social breakdown."</b></p> <p>"sprawl is not merely <b>unattractive dehumanizing</b>"</p> <p><b>"a sense of isolation and discontent."</b></p>	<p><b>"easily walkable"</b></p> <p>"people will <b>stroll</b> through the town to reach buildings and businesses."</p> <p>"people of different colors and incomes <b>must negotiate their mutual fate together.</b></p> <p>In some respects, they learn to <b>value one another more highly, and social networks are expanded.</b>"</p>

- ✓ Prévoir une Trace Ecrite complexifiée.
- ✓ Read the events mentioned after article and pick out the words that justify what has been developed in the article.  
*"affluent" "recently remodeled" "lush valley with wooded subdivisions and quiet blue collar neighborhoods" "gingerbread- trimmed A-frame home." "quiet suburban streets"*

**HWK : Ex de vocabulaire (synonymes à retrouver)**

**Tâche finale:**

Prepare a role-play about the Van De Kemp family.  
Andrew has decided not to go to university after school before he refuses to conform to his parents' lifestyle. He doesn't want to become like them.  
He announces his plan to his family.

Distribuer :

- les critères d'évaluation
- la fiche d'aide avec les expressions de la dispute (si nécessaire)
- roman photo :  
[http://www.francparler.org/fiches/tice\\_romanphoto.htm#creerplanches](http://www.francparler.org/fiches/tice_romanphoto.htm#creerplanches)