

Name _____ graduating class 2022

Epita S3

History, Music, and Current Events as seen by students

2018– 2019

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History Project for EPITA SPE and API September, 2018 (class of 2022)

Group presentation: concept and objectives

To learn to do research in an English language environment, students will choose one of the following events or topics from history for an oral presentation. Students will learn:

1. about American and world history;
2. about films and music from other time periods;

The topics:

1. The Blacklist in Hollywood

Good Night and Good luck; On the Waterfront

2. The partition of India and the creation of Pakistan and Bangladesh

Gandhi; Viceroy's House

3. The Iranian revolution

Argo

4. Harpers Ferry and John Brown,

Song: *John Brown's Body* by Julia Ward Howe

5. The March on Washington for jobs and freedom, ML King, Medgar Evers

Song: *Only a Pawn in Their Game*

6. The Dust Bowl

The Grapes of Wrath; songs by Woody Guthrie

7. The Tct Offensive

8. The Voyage of the Mayflower and puritanism

Plymouth Adventure

9. The partition of Ireland

The Wind that Shakes the Barley

10. The 1968 Democratic convention in Chicago

Chicago 10

11. The Pentagon Papers

Movie of same name

12. The Weather Underground

The Company You Keep

13. Brown vs. Board of Education and Jim Crow (history of segregation)

The Guidelines

The presentation

Each group of 3 students will speak for **15 minutes** maximum (presentations will be stopped at that point) each student speaking an equal amount of time. The following must be included in the presentation:

1. Brief summary of the historical context, including the major events happening in the world at the time of the event that will allow the audience to understand the time period. Describe the beginning and the end of the event, and, as the case may be, any consequences that remain today.
2. Background information about the major figures in the event, i.e. their significance. Give as much information as necessary to prove their importance. Do not give unnecessary details.
3. The presentation must include clips from the movies or songs listed with your topic. In order to make the presentation more lively, music and other artworks should be used whenever possible.

Song Projects for EPITA SPE and API students September, 2017 (class of 2021)

The concept and objectives

In groups of 3, students will choose between two approaches to work on songs. Project One is based on a choice of songs, Project Two on a choice of themes. Students will learn:

3. about music and singers from another generation;
4. about the history of other time periods;
5. all the lyrics of the songs studied
6. a bunch of new vocabulary words!!

Project One

Students choose a song from **Song list 1** and determine the **theme** it deals with. They then add other songs in English that could be either from this same list or another song of their own choice.

The other songs chosen must deal with the same theme as the first one. Once all the songs have been found, and a common theme identified (youth, injustice, happiness, etc.), think about what is different in the various songs. Focus on the meaning of the songs, analyse them and be ready to explain everything to the audience.

Project Two

Students choose a theme and then find songs that involve this theme. Here are some common ones in traditional and popular American music: religion, the train, the protest song, the outlaw, the rebel, war, salvation, family, faith, betrayal, injustice.

The Guidelines

The presentation

Each group will speak in English for maximum **15 minutes**, each student speaking an equal amount of time. This will include playing or showing the songs. Whichever project is chosen, the following must be included in the presentation and report.

1. Background information about each singer or group and why he, she, or they are famous. Do not give unnecessary details.

2. A summary of the historical context of the song from List 1, including release dates. What were the major events happening in the world at the time the song was released? More specifically, did any current events have an impact on the singer or group? Show at least **2 images** that reflect the important historical events of the time.
3. Explanation of the lyrics on the screen. Show how the common theme relates to **the lyrics**. Also include a detailed explanation of any important expressions and slang so that students understand the originality of the song and learn new vocabulary.
4. any 5 of the following adjectives:

current, relevant, drastic, actual, fleeting, backwards, remote, atmospheric, sombre, deadpan, facile, kitsch, hackneyed, moving, understated, disjointed, impenetrable, risqué, evocative, highbrow, primitive, challenging. If these words are complicated, be prepared to give a good definition so that the audience understands them.
5. If it exists, show a video version of the song. These often contain lyrics.

Song List - Volume 1. Sept 18

1. Washington Blues / Freight Train by Elizabeth Cotton
2. No Expectations
3. Mandinka by Sinéad O'Connor
4. Long Lonely Road by Valerie June
5. Tell Yer Mama by Nora Jones
6. Only a Pawn in their Game / Slow Train Coming / Bob Dylan's Dream / Cover Down by B. Dylan
7. Bound for Glory / This Land is Your Land (or both) by Woody Guthrie
8. Marianne / Famous Blue Raincoat / Hallelujah by Leonard Cohen
9. Victoria by The Kinks
10. The Night They Drove Old Dixie Down by The Band
11. My Sweet Lord by George Harrison
12. Too Much Monkey Business by Chuck Berry
13. Blessed / A Simple Desultory Philippic by Simon and Garfunkel
14. Beds are Burning by Midnight Oil
15. Dirty Old Town by the Pogues
16. Foreign Window by Van Morrison
17. Smokestack Lightning by Howlin Wolf
18. Chicago by Tom Waits
19. Chain of Fools by Aretha Franklin
20. Valerie / You Know I'm No Good by Amy Winehouse

Other Songs for the more curious

21. For You / Lost in the Flood / Spirit in the Night
22. The First Time Ever I Saw Your Face
23. Wayfaring Stranger
24. Sad-eyed Lady of the Lowlands
25. The Streets of Laredo / The Man in Black by Johnny Cash

General rules for presentations

BOMBER B

This format should be used for the presentation. (See below.)

Cue cards and slides

You must use cue cards to *improve* your presentation. They guarantee good coordination between speaker and slides, and between speakers when it is a group presentation.

Two documents per student

The article or other documents you read are called **references or sources**. Your presentation must include at least two documents per student, such as essays, articles, passages from books, or interviews related to your event, song, or artworks. Each student must identify clearly which texts are his or hers. The information presented must show the use of your sources. Documentary films may also be used.

Some of the research (reading) must be on the two artworks.

References and Sources: Students must understand the difference between the following types of sources:

1. General Reference: Encyclopedia
2. Popular Sources: Wikipedia, blog entry
3. Scholarly: expert-authored articles and books
4. Primary vs. Secondary Sources. A primary source is a first-hand account or image that dates to the period of the original event; a secondary source is when someone is describing or analyzing the event after the fact, generally a historian.

No report is required. You must, however, provide the following:

- a) An outline
- b) A bibliography -- All your references, whether books, interviews, or articles, must be included in a complete standardized bibliography
- c) Annexes -- This means the texts that you have read. (Remember: two per student.)

Grading (for a total grade of out twenty)

1. quality of English (individual)
2. overall quality: organization, transitions, clarity, enthusiasm (same grade for all members).

Presentations will be given in class beginning week 7 and will finish week 10.

Bibliography form and formats

http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml

Books -- Format:

Author's last name, first name. *Book title*. Additional information. City of publication: Publishing company, publication date.

Examples:

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

Encyclopedia & Dictionary -- Format:

Author's last name, first name. "Title of Article." *Title of Encyclopedia*. Date.

Note: If the dictionary or encyclopedia arranges articles alphabetically, you may omit volume and page numbers.

Examples:

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10th ed. 1993.

Magazine & Newspaper Articles -- Format:

Author's last name, first name. "Article title." *Periodical title* Volume # Date: inclusive pages.

Note: If an edition is named on the masthead, add a comma after the date and specify the edition.

Examples:

Hall, Trish. "IQ Scores Are Up, and Psychologists Wonder Why." *New York Times* 24 Feb. 1998.

Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.

Kanfer, Stefan. "Heard Any Good Books Lately?" *Time* 113 21 July 1986: 71-72.

Website or Webpage -- Format:

Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization). Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

Examples:

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <<http://whyfiles.org/137lightning/index.html>>.

Dove, Rita. "Lady Freedom among Us." *The Electronic Text Center*. Ed. David Seaman. 1998. Alderman Lib., U of Virginia. 19 June 1998 <<http://etext.lib.virginia.edu/subjects/afam.html>>.

BOMBERB –how to set up a presentation or speech.

Study the stages of a presentation 1 to 7. Then fill in the gaps with words from the box below.

Bang!	Bang!	Opening	Recap
Bridge	Message	Examples	

1. Start with something to get attention: a surprising fact; a reference to “here and now”; a question; a humorous quote/story; audience participation; a visual aid. _____

2. _____

A) Say a few words about yourself.

B) Tell the audience the structure of your talk.

C) Tell the audience how they will benefit from your presentation.

3. Present a small number of main points – a maximum of four. _____

4. Connect each point to the needs/interests of your audience. For example, show the audience how they will benefit or ask them a question. _____

5. Give them examples to make your points clear. _____

6. Summarize the main points again. Mention the key benefits—how the audience members can apply the information in your talk to their specific situation. _____

7. Finish with impact: a link back to your opening Bang!; a dramatic statement which sums up your message; an unusual visual aid; a strong Thank you for your attention!; a call to action (if there is something you want the audience to do). _____

Failing to plan leads to planning to fail. Make the right choice!

Abbreviations for essay-correcting

WW – wrong word - **Actually** I don't have time for sports. ("currently" is right here.)

Sp – spelling mistake (This results in a loss of 3 points.)

T – Tense (E.g. John has seen that movie last week.)

W. O. word order (John has seen already that movie.)

W. M. word missing

punc – punctuation

Frag – fragment (Although John saw the movie last week.)

NS - new sentence

NP - new paragraph

DNE – does not exist (determinate)

Layout – *mise en page*

Agr – agreement (E.g. John have seen that movie; every people)

Cap – capital letter: (I speak French. Today is Monday.) deadly

D – Deadly (- 2 pts)

STR – structure

Most common deadlies:

John have seen that movie. (third person singular)

Differents subjects (no "s" on adjectives)

Mary used **his** own computer. (Mary used **her** own computer.)

The United States **are** powerful. (agreement)

I'm not agree.

Most of time...

In a first time...

In one hand...

I work for a good **society**.

Everybody **must to** obey the law.

~~Informations~~ This word **never** takes and S

Silent letters

Here is a list of common letter combinations with silent letters. This list contains most of the silent letters that give difficulties to students of English as a second language.

Silent A: head, bread, deaf, meant, dead, death

Silent B: not pronounced when following M at the end of a word: Climb, crumb, dumb, comb, lamb, bomb, tomb, womb; also not pronounced in: doubt, debt, subtle, plumber

Silent C: not pronounced in the ending "scl" (muscle) nor in: yacht, indict, scene, scent, science, scissors, Tuscon.

Silent D is not pronounced in the following common words:

Handkerchief, sandwich, Wednesday, grandson, landscape, handsome

Silent E is not pronounced at the end of words and usually makes the vowel long.

Hope, drive, gave, write, site

Silent G is not often not pronounced when followed by an N: champagne, foreign, sign, feign (nor in: gnu gnat, paradigm)

Silent GH is not pronounced before T and at the end of many words

Thought, through, daughter, light, weigh, thigh, thorough, dough

Silent H is not pronounced when following W. Some speakers whisper the H before the W.

What, when, where, whether, why

Silent H is not pronounced at the beginning of many words. Use the article "an" with unvoiced H. Here are some of the most common:

Hour, honest, honor, heir, herb, vehicle, Birmingham

Pronounced H is pronounced at the beginning of these common words. Use the article "a" with voiced H.

Hill, history, height, happy, hangover

I is silent in parliament, friend

Silent K is not pronounced when followed by N at the beginning of a word.

Knife, knee, know, knock, knowledge, knit, knob, knack

Silent L is often not pronounced before L, D, F, M, K.

Calm, half, salmon, talk, balk, walk, chalk, would, should

Silent N is not pronounced following M at the end of a word.

Autumn, hymn, damn, column, condemn

Silent O is not pronounced in: jeopardise, leopard

Silent P is not pronounced at the beginning of many words using the suffix "psych" and "pneu".

Psychiatrist, pneumonia, psychotherapy, psychotic, cupboard, receipt, pneumatic

Silent S is not pronounced before L in the following words:

Island, isle, aisle

Silent T is not pronounced in these common words:

Castle, Christmas, fasten, listen, often, whistle, thistle, mortgage, wrestle

Silent U is not pronounced before after G and before a vowel.

guess, guidance, guitar, guest. Also: build, guilt, circuit, biscuit

Silent W is not pronounced at the beginning of a word followed by an R.

Wrap, write, wrong

Silent W is not pronounced with these three pronouns:

who, whose, whom, whole, sword, answer, Greenwich

DATES

What's the date today? What's today's date? What date is it today?

Ordinal numbers are used (1st, 2nd, 3rd, 14th ...)

January (the) 23^(rd), 1998 = January (the)twenty-third, nineteen ninety-eight

28(th) of February, 1985 = the twenty-eighth of February, nineteen eighty-five

First 1 st	Seventh 7 th	Thirteenth 13 th
Second 2 nd	Eighth 8 th	Fifteenth 15 th
Third 3 rd	Ninth 9 th	Twentieth 20 th
Fourth 4 th	Tenth 10 th	Twenty-first 21 st
Fifth 5 th	Eleventh 11 th	Thirtieth 30 th
Sixth 6 th	Twelfth 12 th	

- Days of the week and months are always capitalized.
- Use "on" before a date or day in British English.
- The meeting will take place on June 4th / on Saturday.
- Years are read by pairs.

19 95 = nineteen – ninety-five

18 60 = eighteen – sixty

Exceptions

1900 = nineteen hundred

1908 = nineteen-oh-eight

From 2000 onwards, years are pronounced like ordinary cardinal numbers:

2000 = two thousand

2007 = two thousand (and) seven

20 07 = is possible also (twenty-oh-seven)

In the 1980s = in the (nineteen) eighties

Notice where the apostrophe can be used:

"In the '60s" is correct but **not**: "in the 60's"

Some practice now. Read the following dates.