

NAME:



**AXIS:**

"Identities and exchanges"

HOW DO SNEAKERS DEFINE OUR IDENTITY?

<https://padlet.com/lescoursdulncs/SNEAKERS>

LNCS2021

**SITUATION:** A new exhibition "sneakers generation" from sept 8<sup>th</sup> to Nov 14<sup>th</sup> 2021 in Paris is attesting the success of sneakers. Your skills as a sales consultant in the sneaker market are needed.

**MISSION:** Meet the manager of a sportswear shop and convince her to create a "sneakers resale section" to attract new customers and increase sales.

-----MY ROADMAP-----

- Complete your CV and meet the manager of "SNEAKERHEAD.INC" to be hired as a sales consultant in the company.

THE THEMATIC / THE ISSUE AT STAKE

APPRENTICE

EXPERT

- Read the roadmap, and explain the different categories and the final assessment in French to your partner.

- Read the roadmap. Explain the different categories + the final assessment in English to your partner.

- Note down new vocabulary of the mission on the MINDMAP.

STEP 1 = THE RESALE MARKET



- Read the article "The resale market for teens" and complete the worksheet.
- Note down new vocabulary in your copybook and complete the MNDMAP with the essential pieces of information.

STEP 2 = THE CONVERSE ALL-STAR



APPRENTICE

EXPERT

- Read **THE TEXT** and complete the worksheet.

- Watch **THE VIDEO extract** and complete the worksheet.

- Read **THE TEXT** and take notes (dates + key facts).

- Watch **THE VIDEO** and take notes (dates + key facts).

- Write a list of arguments to prove that the Converse All Star is an **ICON** (= symbol) of the American culture.
- Introduce your arguments to a partner (or to the teacher) in an **oral** presentation. You can use your notes.



□ **ASSESSMENT (COEF 1) = WRITTEN COMPREHENSION (TEXT AND QUESTIONS)**  
"Sneakers defining our identity"



TEST

- Complete the MINDMAP with the pieces of information.

STEP 3 = THE NIKE AIR JORDAN



APPRENTICE

EXPERT

- Choose 2 documents. Complete the worksheet.

- Read and analyze the 3 documents + worksheet.

- Write a small text to explain the commercial impact of "Nike Air Jordan" on the shoe market, and Nike strategies.
- Complete the MINDMAP

□ **PREPARE AND PLAN A VOCABULARY TEST.** Ask the teacher to check your preparation.

Vocabulary test



## STEP 4 = PROMOTE A PAIR OF SNEAKERS

- Choose a sneaker brand: □ *Converse* □ *Nike Air Jordan*
- List all the characteristics and important facts. (Connect on the padlet to use statistics).
- Ask the teacher for a METHODOLOGY document concerning your presentation.
- **EXPOSE YOUR ARGUMENTS TO CONVINCe YOUR PARTNER THAT THIS BRAND HAS THE BEST MARKETING STRATEGY.** Ask the teacher to listen to you, to have precise feedback.

APPRENTICE

EXPERT

□ Convince him/ her (with your list of arguments)

□ Convince him/her (with a list of key words)



## STEP 5 = THE MEETING WITH THE MANAGER OF A SPORTSWEAR SHOP

- **FINAL ASSESSMENT (COEF 4)** – Convince her to create a “sneaker resale section”



TEST

APPRENTICE

EXPERT

□ You can use a list of arguments  
A2-B1 level. Maximum mark: 12/20

□ You only have a list of key words.  
B1-B2 level: Maximum mark: 20/20



## USEFUL VOCABULARY

- Ask the teacher to give you the vocabulary list. □ Stick the paper **in your copybook**.
- Look for the French translation on [www.wordreference.com](http://www.wordreference.com) and **complete the vocabulary list**.  
Select the useful vocabulary for the meeting.

**Identity**

- display (v. / n.)
- exhibition (n.)
- iconic /aɪkɒnɪk/ (adj.)
- sneakerhead (n.)
- vintage /vɪntɪdʒ/ (adj.)
- work of art (n.)
- Your words:

**Production**

- assembly line (n.)
- canvas (n.)
- factory = plant (n.)
- leather /liðə/ (n.)
- manufacture /mænjuːfæktʃə/ (v. / n.)
- mass production (n.)
- rubber /rʌbər/ (n.)
- ship (v.)
- soles (n.)
- sweatshop /sweɪtʃɒp/ (n.)
- Your words:

**Environmental issues**

- customise /kʌstəmaɪz/ (v.)
- eco-friendly /iːkəʊˈfrendli/ (adj.)
- ethics /eθɪks/ (n.)
- landfill (n.)
- organic (adj.)
- pollute (v.)
- polluting (adj.)
- recycle (v.)
- sustainable /sə'steɪnəbəl/ (adj.)
- wear out /weə aʊt/ (v.)
- Your words:

**Sales and marketing**

- advertise /ədvaɪtəɪz/ (v.)
- consumer /kən'sʌmər/ society /sə'saɪətɪ/
- copy = imitate /ɪmɪteɪt/ (v.)
- counterfeit /kaʊntə'reɪt/ (n. / v.) = fake (adj.)
- customer /kʌstəmə/ (n.)
- endorsement = support (n.)
- genuine = authentic /ɔː'tentɪk/ (adj.)
- launch /lɒntʃ/ (n. / v.)
- mislead (v.)
- promote (v.)
- release (n. / v.)
- resale (n.)
- second-hand (adj.)
- Your words:



## LANGUAGE LAB

### LE COMPARATIF ET LE SUPERLATIF

- **Le comparatif** permet de comparer deux éléments ou plus. L'élément de comparaison peut être omis.

Comparatif	Adjectifs courts et adjectifs de 2 syllabes en <b>-er, -y</b> ou <b>-ly</b>	Autres adjectifs de 2 syllabes et adjectifs de 3 syllabes et plus
Supériorité	adjectif + <b>-er</b> + <b>than</b> : <i>Your sneakers are <b>nicer than mine</b>.</i> <i>This brand is <b>costlier than</b> the other.</i>	<b>more</b> + adjectif long + <b>than</b> : <i>The production of sports shoes is <b>more polluting than</b> the production of T-shirts.</i>
Égalité	<b>as</b> + adjectif + <b>as</b> : <i>My sneakers are <b>as comfortable as</b> yours.</i>	
Infériorité	<b>less</b> + adjectif + <b>than</b> : <i>Canvas sports shoes are <b>less expensive than</b> leather shoes.</i>	

- **Le superlatif** permet de comparer un élément par rapport à un ensemble.

	Adjectifs courts	Adjectifs longs
Superlatif	<b>the</b> + adjectif + <b>-est</b> : <i>The <b>oldest sneakers</b> are two centuries old.</i>	<b>the most</b> + adjectif : <i>The <b>most expensive sneakers</b> are in this museum.</i>

Adjectifs irréguliers : *good – better – the best* • *bad – worse – the worst* • *little – less – the least*

Remarque : pour exprimer le superlatif quand **seuls deux éléments** sont comparés, on utilise **the** + comparatif.

*Of these two pairs of sneakers these are **the prettier ones**.*







## QUESTION CHALLENGE

- Read the 3 questions, choose the most representative of what you have learned during this mission.
- Write a text to give your personal opinion. (A2-B1 text = 1 stamp / B1-B2 text = 2 stamps)

Is it reasonable to spend so much money on sneakers?

Can sneakers be considered as a real symbol/ icon of the US culture?

How do sneakers define our identity?



## PROJECT CORNER

- In a 3-5 min presentation, convince your friend that the RESALE MARKET is a good opportunity to earn money as well as to have an eco-responsible approach.

## -----MY SURVIVAL KIT-----

### IN CLASS

#### DOCUMENTS

- I was absent last time, can you remind me of the instructions, please?
- Miss, can I have the document concerning “.....”
- Miss, I completed the activity, can I start step 2?
- Miss, here is my logbook. I have completed it.

#### ACTIVITIES

- Miss, can you correct my text/ listen to my pronunciation, please?
- Miss, can I use my phone to connect on the padlet, please?
- Miss, can I use my phone to look for some vocabulary, please?
- Miss, can I work with.....
- Miss, can I use the computer/ can I borrow a pair of headphones?

#### PROBLEMS

- Sorry Miss, I am late. I am sorry to disturb the class.
- Sorry, it's not clear, can you explain that again, please?
- Sorry, can you repeat the instructions, please?
- What's the English for.....?
- I don't understand, what is ..... in French?
- I don't know / I have no idea about it. I need time before I can answer.
- It is difficult to explain it in English.

### THE LOGBOOK

- Today, I **watched** the video about... / I **read** the text concerning... / I **listened to** an audio/ I **answered** the questions / I **wrote** a text, a vocabulary list/ I **worked** with my partner..... about.../ I **completed** the mindmap / I **practised** my pronunciation / I **helped** my partner / I **made** a collaborative work...

- Miss, can you correct the work I put in my roadmap, please?
- Today, I am proud because I was efficient! / It was difficult to concentrate/ the document was difficult.

### FOR NEXT TIME

- I **plan to** start doc 2 / I **need to** finish doc 3 / I **want to** revise vocabulary / I **need the teacher to** correct me / I **will** finish my activity at home / I **will** have my assessment...