

**Project 1** Fighting discrimination **Part 4** Why fight discrimination?

**Section 1** – To avoid conformism

**Workheet 1** – Intro of the series “Weeds”

A - WHAT YOU SEE in the opening credits

**Watch** the opening credits with no sound. **Click** here to find the youtube video. ►

Don't forget to **turn off** the sound. 🔊



**Describe** what you see in English in 10-20 words.

B - WHAT YOU HEAR in the opening credits

**Watch** again and **listen to** the song. **Concentrate** on the lyrics, too.

**Analyse** the song using **HANDOUT 5**

Style of music

I would say that the style of music of this song is .....

You need help to pronounce these words ?  
**Visit this Live Worksheet** →



|                 |                        |            |               |
|-----------------|------------------------|------------|---------------|
| classical music | jazz                   | blues      | soul          |
| gospel          | rock                   | folk       | funk          |
| disco           | pop                    | electronic | hip-hop / rap |
| R&B             | heavy metal/ hard rock | reggae     | world music   |

## Instruments

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
| classical guitar                                                                    | electric guitar                                                                     | bass guitar                                                                          | banjo                                                                                 |
|    |    |    |    |
| piano                                                                               | keyboards                                                                           | clarinet                                                                             | flute / piccolo                                                                       |
|    |    |    |    |
| harp                                                                                | accordion                                                                           | harmonica                                                                            | xylophone                                                                             |
|   |   |   |   |
| saxophone                                                                           | trumpet                                                                             | tuba                                                                                 | trombone                                                                              |
|  |  |  |  |
| violin                                                                              | double bass                                                                         | cello                                                                                | recorder                                                                              |
|  |  |  |  |
| drums                                                                               | congas                                                                              | triangle                                                                             | tambourine                                                                            |

If you need **help** to recognize the different styles of music and the sounds of the instruments, **ask your teacher**. She'll give you **access** to live worksheets to help and learn.

## Atmosphere

The general atmosphere in this song is (rather) ...

- ☐ Soft/ slow
- ☐ lively

- ☐ depressing
- ☐ joyful

## Type of voices

I can hear the voice of a ...

- ☐ man
- ☐ woman



☐ Single voice (a solo)



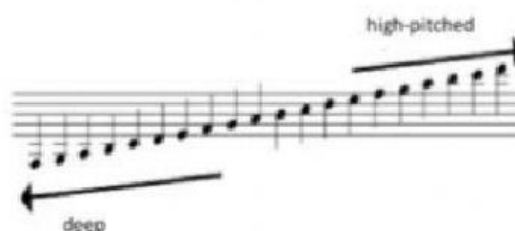
☐ Two voices (a duet)



☐ Several voices (a choir)

This voice is (rather) ...

- ☐ soft
- ☐ aggressive
- ☐ dynamic
- ☐ standard



## Lyrics

Repeated word -the title : .....

The most repeated word(s) is/are ... Maybe, it's the title.

Key-words : .....

The most important words are ...

The sentences I understood

## CONCLUSION

The author wants to .....

.....

.....

Use **HANDOUT 4 parts 3** (analyse) **and 4** (giving your opinion) : **Analyse** the lyrics you understand, try to **explain** what you understand (symbols, metaphors, rimes, ...), **explain** what is the aim of the artist, ...

.....

If you want to **discover** the artist of the song, **search** for « Malvina Reynolds – Little Boxes »

