

*Corrigés*

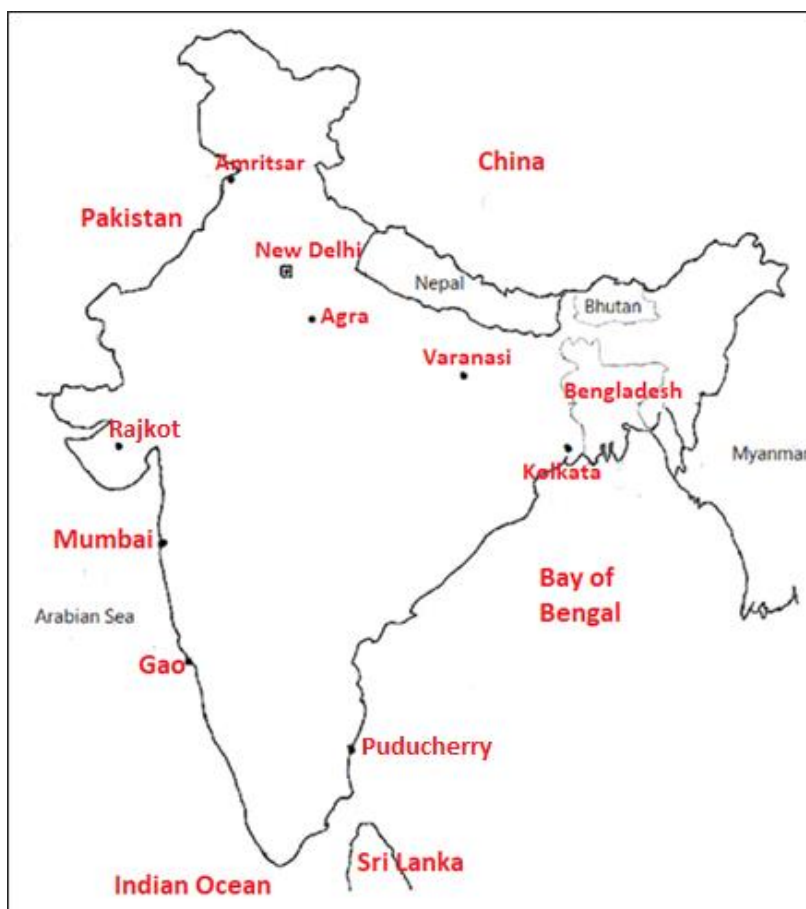


## À VOUS DE JOUER 1

<b>2300-1750 BC</b>	Civilisation of the Indus Valley
<b>1497</b>	Vasco de Gama first voyage
<b>1600</b>	British fighting against the French and Dutch Creation of the English East India Company which took goods from India to Britain
<b>1757</b>	Establishment of British Political Rule after Indian fighting
<b>1837</b>	Accession of Queen Victoria to the throne of Britain
<b>1857</b>	First war of independence (Sepoy Mutiny), Indians defeated by British soldiers Closing of the East India Company New British ruler
<b>1869</b>	Birth of Gandhi
<b>1876</b>	Queen Victoria Empress of India
<b>1899</b>	At that time the British Empire included India, Australia, Canada, Hong Kong, Jamaica, Singapore, South Africa ... British people were in India to rule Indian people
<b>1919</b>	Massacre of Amritsar on April 13th
<b>1930</b>	Salt March and Civil Disobedience Movement led by Gandhi
<b>1942</b>	Quit India Movement led by Gandhi
<b>1947</b>	Independence of India and partition



## À VOUS DE JOUER 2





## À VOUS DE JOUER 3

The Indian flag has got three colours:

1. Orange is the colour of courage and altruism. Leaders of India should not be selfish but think about the good for their people and their nation.
2. White is for purity, peace and honesty. It helps the Indians to find the way to truth.
3. Green is for fertility and prosperity.
4. In the middle of the flag the blue circle used to represent the spinning wheel but now it stands for the Wheel of Law or "Ashoka Chakra", with its twenty-four spokes. Some of them represent love, patience, peacefulness, self-control, truthfulness, justice, spiritual wisdom, belief and hope...  
The blue of the wheel is for the sky and the ocean.

### EXERCICE

01

1. Gandhi was born on 2<sup>nd</sup> October 1869
2. Mahatma means Great Soul
3. He got married at the age of 13
4. He studied law in London
5. He was thrown off a train

### EXERCICE

02

1. He believed in fighting without violence, a concept he called "satyagraha"
2. He learnt spinning because he wanted to make his own clothes and not wear British clothes any longer.
3. The one-day strike was decided because the British authorities wanted to put Indians in prisons without judging them.
4. Gandhi was assassinated by a Hindu, in 1948, one year after India got independent.
5. They walked north to what is now known as Pakistan and Bangladesh.

### EXERCICE

03

Gandhi was born on 2nd October 1869. At the age of thirteen he got married to Kastur Kapadia. They had four boys. Gandhi went to England to study Law. When he was in South Africa for his first job he faced racism and injustice; he was thrown off the train because he was a coloured man. There he decided to start fighting without using violence.

In India he learnt spinning in order to make his own cotton clothes because he didn't want to wear British clothes any longer.

After a British Government law to jail Indians without trial, Gandhi decided workers should go on strike for one day to object to the law.

Gandhi was assassinated one year after the Independence of India.

### EXERCICE

04

		A								
		P								
	1	R	O	O	T					
		O			C					
		V			F					
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		D			L					
		E	B		F			D		
		3	S	H	I	V	E	R		E
			T		L			E		S
			E			4	D	A	R	E
			A					C		E
		5	M	I	N	D		H		K

1. Sandy storm **reached** New York City on 5<sup>th</sup> October 2012 just before Halloween and was nicknamed "Frankenstorm".
2. In some schools students are **provided** with free computers.
3. Fake news on social networks **disturb** young viewers.
4. Queen Elisabeth's ship was **steaming** out of the harbour.
5. He didn't **dare** tell her the truth.
6. The tourists were **shivering** with fear when they saw the bear approaching.
7. I really don't **mind** what other people can say.
8. The Head of State failed to **fulfill** his duties.
9. His aim was to **root** out corruption.
10. Immigrants went to the USA to **seek** fame and fortune.



## GRAMMAR

Quels sont les éléments qui constituent la forme verbale soulignée ? **steamed + away**  
(verbe) (adverb)

Qu'indique le verbe « steam » ? **vapeur**

Qu'indique « away » ? **le fait de partir**

1. He ran away. **Il s'est enfui en courant.**
2. He ran across the street. **Il a traversé la rue en courant.**
3. The ship steamed across the Channel. **Le bateau a traversé la Manche à toute vapeur.**
4. They rushed out of the house. **Il est sorti précipitamment de la maison.**
5. The motorbike roared away. **La moto s'est éloignée en vrombissant.**
6. Did you sail or fly back to France? **Es-tu revenu(e) en France par bateau ou en avion ?**

Answer the questions.

1. Where did the action take place? **It took place on the train in Maritzburg, between Durban and Pretoria in South Africa.**
2. What disturbed the passenger who got on the train at Maritzburg? **The passenger was disturbed because he saw a coloured man in a first-class compartment.**
3. What did the officials get on the train for? **The officials got on the train to ask Gandhi to leave his first-class seat.**
4. Where did they want Gandhi to go and sit? **They wanted him to go to the van compartment which is a third-class compartment where coloured men are allowed to sit.**
5. Why did Gandhi stand up to the officials? **Gandhi stood up to the official because he had a first-class ticket which allowed him to be in that compartment moreover he didn't have any problem in Durban.**
6. How did Gandhi react to the officials' threat? **He refused to leave his seat and told the officer that he wouldn't move to the van compartment voluntarily.**

After being thrown off the train Gandhi was wondering what he should do. He used the words "duty" and "obligation" to show that he had some responsibility in taking action. I think he strongly believed he had to do something to correct what was wrong. The humiliation he underwent and the hardships he will undergo were considered unimportant to his eyes, compared to the prejudice coloured people had to put up with. Therefore, he took the decision to go to Pretoria and fight the disease of colour prejudice.



## GRAMMAR

Quelles sont les deux parties du verbe ?

was + permitted

was + taken

Be + Participe Passé

Comment appelle-t-on cette forme verbale ? La forme PASSIVE

Connaît-on celui qui fait l'action, (le complément d'agent) ? Oui, mais il n'est pas mentionné

Pourquoi n'est-il pas mentionné ? Parce qu'il est sous-entendu/explicite dans le contexte/la situation.

The official permitted me to travel in this compartment.

The officer took my luggage out.

### EXERCICE

09

1. Civil Disobedience was referred to by Gandhi in his speech.
2. Gandhi wasn't impressed by the power of the officer.
3. Gandhi and his followers were joined by crowds in the Salt March.
4. The problem of oppression was solved by the Indians thanks to peaceful fight.

### EXERCICE

10

1. The British Governor was interviewed.
2. Gandhi was arrested at least seven times.
3. The Indians were defeated in the first war of independence (by the British).
4. A lot of Indians were killed and injured in Amritsar.

### EXERCICE

11

1. The Indians were told not to meet/gather in the park.
2. The demonstrators were asked to leave the park.
3. They were ordered to pay a salt tax.
4. They were expected to organise a new demonstration.

### EXERCICE

12

1. The lawyer bought Gandhi a first class train ticket to Durban.
  - Gandhi was bought a first class ticket (by the lawyer).
  - A first class ticket was bought for Gandhi (by the lawyer).
2. They gave the passengers beddings.
  - The passengers were given beddings.
  - Beddings were given to the passengers.
3. They lent the Indians spinning wheels to make their own clothes.
  - Indians were lent spinning wheels to make their own clothes.
  - Spinning wheels were lent to Indians to make their own clothes.
4. After the march Gandhi showed the crowd the handful of salt he picked up.
  - After the march the crowd was shown the handful of salt Gandhi picked up.
  - The handful of salt Gandhi picked up was shown to the crowd.

### EXERCICE

13

Translate the following sentences in French.

1. En tant que personne de couleur on ne te donnera pas le droit de t'asseoir en 1<sup>ère</sup> classe.
2. On doit acheter un billet 1<sup>ère</sup> classe.
3. La lutte non violente devrait être le seul moyen d'obtenir la liberté.

## EXERCICE

14

R	U	N	N	I	N	G	T	I	M	E	G	A	N	D	H	I	C	F	B
E	X	T	R	A	S	E	P	L	O	T	L	I	E	V	P	E	H	U	D
L	T	H	H	A	T	T	R	U	V	T	B	R	I	L	L	I	A	N	T
E	N	T	E	R	T	A	I	N	I	N	G	E	H	A	E	N	R	N	I
A	B	O	R	I	N	G	D	L	N	O	V	A	E	W	A	O	A	Y	T
S	Y	N	O	P	S	I	S	U	G	L	D	L	C	H	S	A	C	N	L
E	G	E	T	C	A	S	T	S	E	T	T	I	N	G	A	H	T	E	E
D	W	O	R	L	D	D	U	I	N	A	W	S	A	Y	N	T	E	H	A
A	W	A	R	D	S	T	N	V	I	O	L	T	E	N	T	C	R	E	C
T	O	U	L	C	A	P	T	I	V	A	T	I	N	G	D	N	O	T	S
E	N	J	O	Y	A	B	L	E	A	T	Y	C	L	I	C	H	E	D	A

Mystery sentence:

Gandhi believed that truth and love would change the world in a way that violence could not, satya.

## EXERCICE

15

- Accentuation and into~~n~~ation are very important in a present~~a~~tion in English.
- In the prepar~~a~~tion of your explan~~a~~tion there must be some insp~~i~~ration, a lot of implic~~a~~tion and determination.
- A few illu~~s~~trations can help your demon~~s~~tration.

## EXERCICE

16

- Long live Gandhi.
- The function of civil resistance is to ~~p~~rovoke response.
- And we will continue to provoke until the ~~r~~espond or they change the ~~l~~aw.
- They aren't in ~~c~~ontrol, we are.
- That is the ~~s~~trength of civil resistance.
- Men need salt as they need air or water.
- This salt comes from the Indian ~~O~~cean.
- Let every Indian claim it as his right.

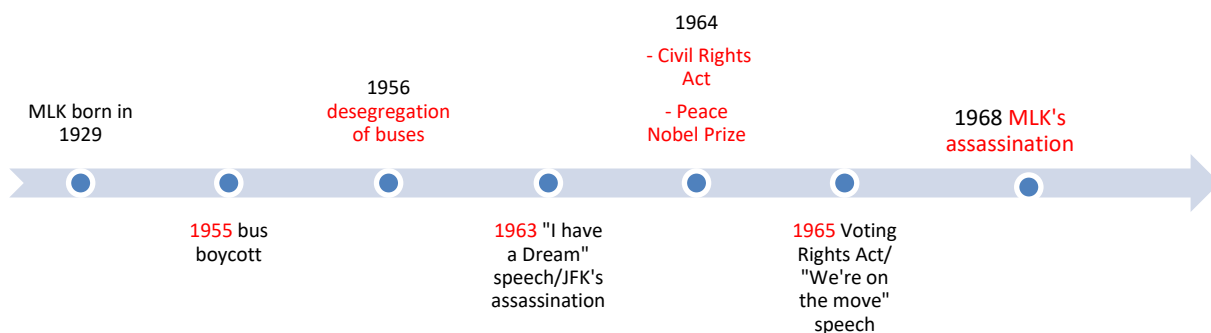
## EXERCICE

17

- This is a scene from the film "Gandhi". The scene took place on the train to Pretoria. There were four characters, Gandhi, a black servant, a white passenger and an official.
- Gandhi was facing the problem of coloured people who were not allowed to travel first class. That was the reason why the white passenger was disturbed and told the official to get Gandhi off this compartment.
- Gandhi explained that he had a first class ticket in due form that he had ordered by post and that he was entitled to travel first class, as he was an attorney on his way to solve a case in Pretoria. Gandhi's arguments were true so he seemed very convincing showing his ticket and his professional card. However, the white man scornfully said that there was no coloured attorney in South Africa. The official was very rude to Gandhi and threatened to throw him off the train if he didn't move to third class.
- Gandhi refused and thus saw himself thrown off onto the platform while the passenger and the official were looking at him from the window to mock him and show him their contempt because they were prejudiced.
- We can see a change in Gandhi's expression and feeling, at the beginning of the scene Gandhi was calm, gentle and self-confident and little by little he became irritated, his voice changed and felt he was rejected just because of his dark complexion.



## À VOUS DE JOUER 4



1.The Montgomery bus boycott	d. One evening at the end of a hard day of labour, Rosa Parks, a seamstress had been taken to jail for refusing to let her seat to a white man and sit in the back of the bus. MLK wanted to take action and decided blacks should boycott Montgomery buses in order to desegregate the buses.
2.I have a dream	e. This famous speech was delivered at the foot of the statue of Abraham Lincoln in Washington in 1963. A hundred years ago Lincoln had abolished slavery, but discrimination was still prevalent. Black people had been waiting too long for desegregation. They had been told to "wait", but they thought brotherhood and freedom would "never" be within their reach.
3.We're on the move	c. Blacks had been given the right to vote, but they couldn't actually register and vote. So MLK wanted them to use that right and get to vote.
4.A dream deferred	a. Just at the end of the Summer 1963 poverty and killings had changed MLK's dream into a frightening nightmare. He still believed in that dream though.
5.MLK's greater vision	b. Discrimination wasn't the only issue for MLK who then exposed his opposition to the war in Vietnam and his intention to tackle the problem of poverty that was everybody's concern. He felt concerned for the poor, both black and white.

### EXERCICE

18

Today I want to tell the **city** of Selma. Today I want to say to the **state** of Alabama. Today I want to say to the **people** of America and the nations of the **world**, that we are not about to turn around. We're on the move now! Yes, we're on the move and no wave of racism can **stop** us. We're on the move now! And the burning of our churches will not **deter** us. We're on the move now! The bombing of our homes will not **dissuade** us. We're on the move now! The beating and killing of our clergymen and young people will not **divert** us. We're on the move now! The wanton release of their known murderers will not **discourage** us. We're on the move now! Like an idea whose time has come, not even the marching of mighty armies can **halt** us. We're moving to the land of freedom!

### EXERCICE

19

- Which main idea is conveyed with these verbs? **They all convey the idea to stop action.**
- Which verb are they opposed to? **They are opposed to the verb "MOVE"**
- Which words/phrases or sentence are repeated many times? What is their aim? **The repetition or anaphora of the sentences "Today I want to tell/say" and "we're on the move" aim at insisting on the idea of calling the people of the world to be aware of black American fight, and that they are determined to go on with their protest and not stop until they reach their destination which is the 'land of freedom'.**
- Which two verbs are more precisely opposed to the verb "move"? **stop and halt.**
- Four of the verbs start with the same letter sound /d/: **alliteration**
- What common meaning do these four verbs have?  
**deter – dissuade – divert – discourage: all mean turn around = change direction \***

9. What is the meaning of the word 'people'? Does it mean :

Ligne 2 **Le peuple**

Line 6 **Les gens**

10. Who was MLK addressing in the first two lines of his speech? What do you think of the words he used and why? **First he addressed the people of the city of Selma, then the state of Alabama, then the people of America and finally the nations of the world.**

The words he chose represent larger and larger groups of people to give a greater impact to his speech and calls out to the greatest number of people and make them aware of and involved in their fight for freedom.

That stylistic device (figure de style) is called '**gradation**', the elements used grow in number and intensity.

Conclusion

This sort of speech gives more intensity to what he puts forward and some rhythm to the sentences. He used rhetorical and eloquent style based on metaphors and repetitions as in his preachings. It gives more depth and harmony to the speech. His special diction, phrasing and rising tone can be heard in almost all black ministers' preachings.

EXERCICE

20

<b>VERBS</b>	Enable – Grapple with – Give up – Go on – Rise up
<b>NOUNS</b>	Neighbourhood – Amendments – Americanism – Nightmare
<b>ADJECTIVES</b> <b>PRESENT PARTICIPLES</b>	Unoffending – Deffered – Blasted
<b>ADVRBS</b>	By any means – Somehow
<b>PREPOSITIONS</b>	In the midst of

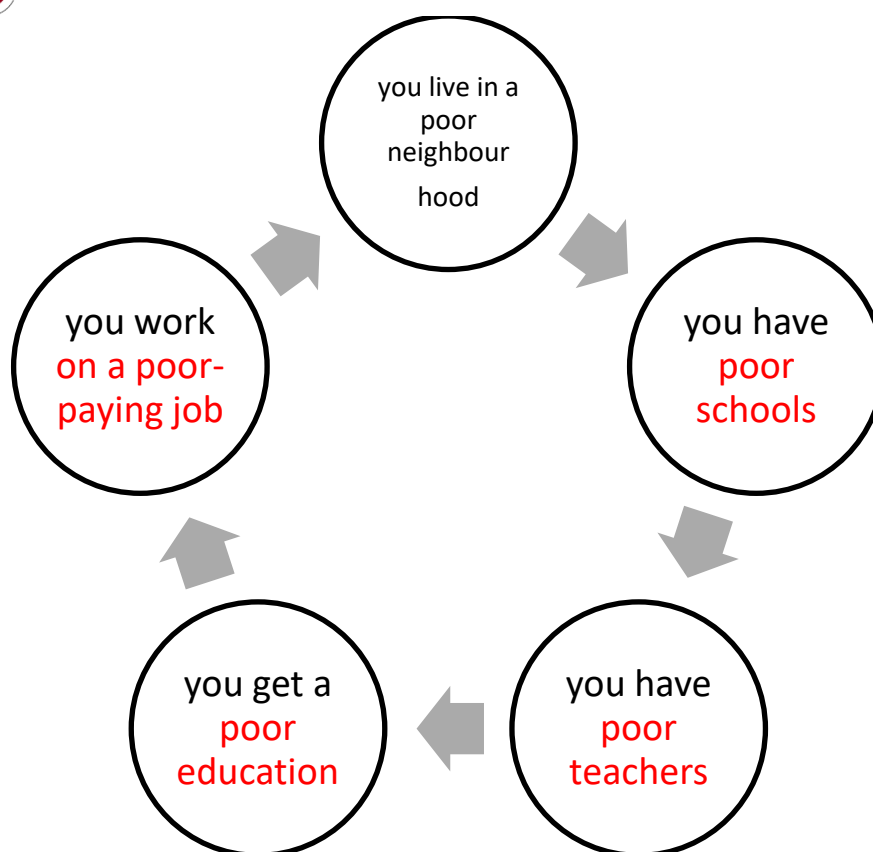
EXERCICE

21

		G	H	E	T	T	O												
		R																	
B	L	A	S	T				R	I	S	E	U	P						
		P								O					A				
		P	E	R	I	S	H			M	U	R	D	E	R				
		L								E					E				
	N	E	I	G	H	B	O	U	R	H	O	O	D		A		L		E
	I									O			I			G	O	O	N
	G		M	I	D	S	T			W			S				N		A
	H		E										G				E		B
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A	M	E	N	D	M	E	N	T					I				Y		E
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D	E	F	E	R															



	ITY	FUL	CY	ION	IOUS	DOM	ISM
race							racism
vice					vicious		
beauty		beautiful					
segregate				segregation			
prosper	prosperity						
vital	vitality						
discriminate				discrimination			
democrat			democracy				
free						freedom	
educate				education			
legislate				legislation			



What are the reasons which prevented Malcolm X from feeling American?

Malcolm X, in spite of being born and living in America, didn't feel American because he said that if black people were really regarded as American, America wouldn't need to make new amendments to entitle the Blacks to the same rights as the Whites.

For him black people were the victims of a so-called democracy and of Americanism. For him Americanism actually meant White-America patriotism whose purpose was to maintain a community of 22 million second-class black citizens. He didn't feel American because black people were not respected as human beings.

Draw the similarities and differences from the two speeches.



These are two speeches by MLK and Malcolm X. There are a few differences in their vision. Malcom X didn't see any American dream and wanted black people to be respected as human beings and get their rights by any means **while** MLK still had a dream and wanted people to rise up in order to live together as brothers.

**Nevertheless**, they **both** set forth several similarities. They regarded themselves and all black people as victims and they saw the American dream had turned into a nightmare. They mentioned poverty, poor-paying jobs and life in ghettoes and poor neighbourhoods. They were subject to discrimination since the nation was doing nothing to grapple with the Negroes' problem of poverty and they either felt on a lonely island in the midst of a vast ocean of prosperity or they didn't feel American at all.

*The underlined words and phrases are in the texts.*



## GRAMMAR

- I tried to talk to the nation about a dream that I had.
- I saw that dream turn into a nightmare just a few weeks after I had talked about it.

A quelle forme verbale du passé sont les verbes **try** et **see** ? **Prétérit Simple / Past Simple**

A quelle forme verbale sont les verbes **have** et **talk**? **Prétérit de have + Participe Passé du verbe have / talk, les verbes sont au Past Perfect.**

Quelle action a eu lieu avant l'autre ? celle exprimée au past simple ou celle au past perfect ? **L'action exprimée au Past Perfect est celle qui a eu lieu avant celle exprimée au Past Simple.**

### EXERCICE

25

- President Abraham Lincoln who **had issued** the Emancipation Proclamation **was** assassinated after the Civil War.
- MLK **was** hopeful because so many people **had come** to listen to his speech.
- After he **had talked** about his dream, MLK still **believed** in it.
- The government **had passed** the Civil Rights law in 1964 before MLK **asked** all blacks to fight for their voting rights.
- After America **had deprived** Black students from education for too long, MLK **intended** to bring them together in schools and universities.

## EXERCICE

26

The Governor was tired because he *had been preparing* his speech all afternoon.  
 So many people were upset because they *had been waiting* for his speech for too long.  
 But in the end everybody agreed on what he *had suggested*.  
 Some famous people *had been thinking* about the problem of racism for decades but no solution was found.

## EXERCICE

27

1. *When* MLK got home that night he found that his house had been bombed.
2. The voting rights act was voted *after* the civil rights act had been passed in 1964.
3. Lincoln had abolished slavery a hundred years *before* MLK delivered his speech at the foot of Lincoln's statue in Washington.



## GRAMMAR

Comparez ces deux phrases. Quelles différences y-at-il ?

Après les deux points, la phrase a. est entre guillemets.

La phrase b. est introduite par la conjonction de subordination **that**

Laquelle est au style direct, laquelle est au style indirect ?

- a. *style direct*
- b. *style indirect*

## EXERCICE

28

- |                     |                                  |
|---------------------|----------------------------------|
| I keep hope         | ● He said he kept hope           |
| I'm keeping hope    | ● He said he was keeping hope.   |
| I kept hope         | ● He said he had kept hope.      |
| I will keep hope    | ● He said he would keep hope.    |
| Have you kept hope? | ● He asked me if I had kept hope |
| Keep hope!          | ● He told me to keep hope.       |
| I may keep hope     | ● He said he might keep hope     |

## EXERCICE

29

DIRECT SPEECH	TENSE	REPORTED SPEECH	TENSE
I keep hope	Present Simple	He said he kept hope.	Past Simple
I'm keeping hope	Present Be+BV-ing	He said he was keeping hope.	Past Be+BV-ing
I kept hope	Past Simple	He said he had kept hope.	Past Perfect
I will keep hope	Future Simple	He said he would keep hope.	Conditionnel
Have you kept hope?	Present Perfect	He asked me if I had kept hope.	Past perfect
Keep hope!	Imperative	He told me to keep hope.	To infinitive
I may keep hope	May + BV	He said he might keep hope.	Might + BV
I might keep hope	Might + BV	He said he might keep hope.	Might + BV



## GRAMMAR

- a. say + (that) he was determined
- b. tell + *me (interlocuteur)* + (that) he was determined.
- c. say + *to me* + that) he was determined.

## EXERCICE

29

He *said* that he wanted better schools.  
 They *told* him that he couldn't play in this park.  
 He *said* to his friend that his dream had become a nightmare.

They **told** us that they were the victims of discrimination.  
They **told** her to give up her seat.



### GRAMMAR

Quelle est l'ordre des mots ? **Il n'y a pas d'inversion sujet – verbe**

Quelle est la ponctuation ? **Pas de point d'interrogation.**

Que rajoute-t-on dans la question rapportée a. ? **If**

Que garde –t-on dans les phrases b. et c. ? **Nous gardons les pronoms interrogatifs utilisés dans les questions du discours direct.**

#### EXERCICE

30

"I want you to register on the voting list." The leader **wanted them to register on the voting list.**

"The leader advised: "Don't start a fight!" **The leader advised them not to start a fight.**

"Don't hold your dream in but sing it loud." Stevie Wonder encouraged people

Stevie Wonder **encouraged people not to hold their dream in but to sing it loud.**

"Make your dream become a reality." He urged them

**He urged them to make their dream become a reality.**

#### EXERCICE

31

Advise = **give one's opinion/suggestion**

Urge = **insist on/force**

Threaten = **menace/promise to punish**

Claim = **assert as a right**

#### EXERCICE

32

The police **urged / ordered** the crowd to stop advancing.

The marchers **promised** not to be violent.

The police **threatened** the rioters to use water hoses.

The leaders **advised** the marchers not to turn around.



### ART TIME

This 1981 painting entitled "**Irony of Negro Policeman**" is a portrait by J.M. Basquiat, a young black painter well known for his spray-painted graffiti in the streets of NYC. He was born in 1960 in Brooklyn and had to quit school early. Books and museums made up his classroom!

This portrait is a contemporary painting. It looks like a kid's drawing with its thick strokes of black paint and its bright and aggressive colours. It's a figurative painting with very significant details. It represents an American policeman.

He is stout and seems strong and impressive with his broad shoulders, but he isn't that intimidating because his cut body makes him look weak. He hasn't got a cap, but a top hat trapped in a cage and his face is like a mask.

There is no background behind this negro character, but there are words scribbled on the side.

At the top on the right side we can read "Irony of a negro policeman" but the word policeman is not spelt completely. At the bottom right hand side, we can see the policeman's foot which looks like a paw.

Basquiat uses **a pun** on the words "paw" (une patte), and "pawn" (un pion) to criticize him because he is under the control of the white society of the American power. The irony is that he considers this policeman as a pawn like the pawns on a chessboard. He means he has the lowest value and is manipulated by the American Establishment.

He wants to denounce racism and thinks that instead of helping his fellow citizens, he is actually oppressing them.

- I like this painting because...
- I don't really like this painting because...

A pun = un jeu de mots.



### À VOUS DE JOUER 5

1. What type of chart is this? **a pie**
2. What does it present? **Figures nationalities**
3. What does each sector represent? **The number of people coming from the countries mentioned.**
4. What colour is the largest sector? **orange**
5. What does it represent? **It represents European immigrants**
6. Is the blue sector smaller than the grey one? **No, it isn't, it's bigger.**
7. What does the grey sector represent? **It represents the Mexican immigrants.**
8. Which is the smallest sector? **It's the percentage of the Asian Indian immigration in the USA.**



### À VOUS DE JOUER 6

1. What type of chart is this? **a graph**
2. What does it present? **Figures dates**
3. What can you read on the vertical axis? **numbers**
4. What can you read on the horizontal axis? **Dates**
- 5.

## HUNDREDS DIE!

Immigration waves	Nationalities
1 <sup>st</sup> wave: 1790-1820	-English - <b>Irish-Scottish-Germans-Dutch-French - Austrians</b>
2 <sup>nd</sup> wave: 1820-1870	-Irish - <b>Germans- Chinese - Japanese - Scandinavians: (Swedish-Norwegian-Danish)</b>
3 <sup>rd</sup> wave: 1881-1920	-Germans - <b>Scandinavians-Italian-Russian – Hungarian - Polish</b>
4 <sup>th</sup> wave: 1965 - today	-Puerto Ricans - <b>Vietnamese-Chinese- Asian Indians - Latin America: (Mexicans – Puerto Ricans - Cuban-Filipinos-Dominicans)</b>

Loss of jobs – poverty – famine (potato famine in 1850s): **economic reasons**

Persecution: **religious reasons**

Refugees seeking asylum: **political reasons**

Relatives reunification: **family reasons**



### GRAMMAR

Où doit-on placer « **and** » ? **Après la centaine**

Que remarques-tu? **Il n'y a pas de « s » à hundred, thousand et million au pluriel.**

**1997: 8 612 074** – In nineteen ninety-seven, there were eight million six hundred **and** twelve thousand seventy-four people entering the USA.

**2017: 4 500 000** – In twenty seventeen, there were four million five hundred thousand people entering the USA.

Il y a un “s” à hundred.

Hundreds, thousands and millions of people left their native countries to live a better life.

**Des centaines, des milliers, et des millions de personnes ont quitté leur pays natal pour vivre une vie meilleure.**

**12.3%** : **twelve point three percent**

**38.3%** : **thirty-eight point three percent**

Abraham Lincoln **was the sixteenth president**,  
 Franklin Delano Roosevelt **the thirty-second**,  
 John F. Kennedy **was the thirty-fifth**,  
 George H. W. Bush, **the forty-first**  
 and Barack Obama **was the forty-fourth president**.

EXERCICE

34

2005 : **two thousand five**  
 2000 : **two thousand**  
 8,000,000 : **eight million**  
 2.5 : **two point five**  
 1910 : **one thousand nine hundred and ten or nineteen ten**  
 1,000,000 : **one million**  
 1/3 : **one third**  
 2/3 : **two thirds**  
 35, 200, 000 : **thirty-five million two hundred thousand**  
 11.7% : **eleven point seven percent**

EXERCICE

35

	<b>an</b>	<b>ian</b>	<b>ish</b>	<b>ese</b>	<b>ch</b>	<b>sh</b>
England			English			
Ireland			Irish			
Scotland			Sottish			
Wales						Welsh
Poland			Polish			
India	Indian					
Mexico	Mexican					
France					French	
Italy	Italian					
Spain						Spanish
Germany	German					
Canada		Canadian				
Portugal				Portuguese		
China				Chinese		
Japan				Japanese		
Africa	African					
Europe	European					
Asia	Asian					

EXERCICE

36

329 801 662 Inhabitants live in the USA today and many of them came from foreign countries at different times. The four waves of immigration brought people from nearly all over the world. Some were religiously persecuted, others came because of their political involvement, others wanted to join their families like wife and children to reunite with their husbands and dads, and others emigrated for economic reasons to flee poverty and famine in order to find a job, climb the social ladder and make the American Dream come true.

Their common denominator nevertheless was longing for liberty, equality and opportunities which meant a better life for them and their families.

The peak of the entries was reached in 1997 when over 8 million people entered the country.

The first waves brought European immigrants to the US whereas the fourth one saw mostly Latinos.

## EXERCICE

37

- Give a speech to an audience: **ADDRESS**
- Share the same opinion: **AGREE**
- Try to gain more than someone else: **COMPETE – (concurrence)**
- Produce a speech: **DELIVER**
- Attract: **DRAW OUT**
- Cause a law or a rule to be obeyed: **ENFORCE**
- Not do what is expected: **FAIL**
- Try to find or get: **SEEK**
- Develop well, be successful: **THRIVE**
- Have a good result: **WORK OUT**

## EXERCICE

38

- Parliament members (MPs) are discussing the **issue** of immigration.
- Europe is facing a continuous **flow** of migrants from southern countries.
- Some European countries are even closing their **borders** to prevent illegal immigration.
- A president's **duty** should be to unite people in his country whatever their origins.
- The elected president is expected to bring some **improvements** in people's living conditions.
- Many job opportunities are offered to highly **skilled** workers.
- But many unskilled workers are getting **low wages**.
- European countries are adopting new foreign **policies**.

## EXERCICE

39

- release: **LIBÉRER/RELÂCHER**
- aliens: **ÉTRANGERS**
- welfare: **LE BIEN-ÊTRE**
- upward mobility: **ASCENSION SOCIALE**
- attrait des avantages: **BENEFITS MAGNET**
- but / objectif: **PURPOSE**
- garantir: **ENSURE**
- (se) déverser: **POUR**

## EXERCICE

40

- Which issue did Donald Trump and President Enrique Peña Nieto discuss during their meeting?  
Candidate D. Trump discussed the issue of illegal immigration to the US with the Mexican president because the Mexicans have to cross the common border to get to the US.
- Who is Trump addressing in his speech?  
Trump is addressing American people who may vote for him.
- How does he consider people who migrate to the US?  
He speaks about them as if they were all related to drugs, arms and crime. He says that most of them are unable to assimilate. He also thinks that they have less education and qualification.
- According to Trump, what negative aspects are closely linked to immigration?  
They do no good to the country but cost a lot to America.  
He adds that they are unskilled workers who take American jobs and take advantage of the American system.
- Why does Trump want to regulate immigration?  
Immigration doesn't serve the American people and thus doesn't make their life better. He wants to change the current immigration policies because he doesn't agree with the open borders which triggers low wages. He wants to regulate the number of people who can enter the country according to their origins. Those people must be able to do their best to improve their own lives and love America. He says that immigrants cost a lot to the US. His only goal is the well-being of Americans.

- f. What measures does candidate Trump want to implement to protect the American citizens when he becomes president?  
He wants to change the immigration system which he thinks inadequate and build a wall.
- g. According to him are there any positive aspects linked to immigration?  
Some immigrants are good people.
- h. What does Trump mean by: "... that these illegal workers draw much more out from the system than they can ever possibly pay back" ? Explain.  
He means that not only these people come to the country illegally, and that they were unwelcomed, but they try to get benefits from the American welfare system without contributing to the prosperity of America.

EXERCICE

41

- a. Immigrants and Native Americans didn't help build America. **False**  
"This community's built by immigrants": Julian Castro.
- b. America's going to have a bright future. **True**  
America's future is going to be diverse, fast growing and optimistic.
- c. He declares that the American dream is a marathon. **False**  
It's not a sprint, or even a marathon, but a relay.
- d. My story was possible thanks to the women in my family. **True**  
It's a relay: "My family passed me the baton."
- e. He thinks the American society is going ahead today. **False**  
Today we are falling backwards instead of moving forward.
- f. More and more people have opportunities in America today. **False**  
Those opportunities are reaching fewer and fewer people.

EXERCICE

42

- a. Which administration and system is J. Castro criticising and why?  
J. Castro is criticizing the Trump administration whose cruel policies are doing real harm and damage. He thinks it's a broken immigration system.
- b. What "harm" and "damage" is he talking about?  
He's talking about families that are torn apart, about seeking asylum which must be a legal right.
- c. What is J. Castro's immigration policy? Quote about 2 ideas.  
Building a community not a wall - accepting dreamers not refusing them – keeping families together.
- d. How can a nation reach prosperity?  
It can be more prosperous if we all work together.

EXERCICE

43

	TRUMP	CASTRO
<i>They now represent the future of America</i>		x
<i>Immigrants are uneducated people and unqualified workers</i>	x	
<i>We are against the building of a wall at the US border</i>		x
<i>We need a border security</i>		x
<i>We must end illegal circulation of illegal substances and people</i>	x	
<i>We have to improve our laws and policies to make life better for American citizens</i>	x	
<i>America is a place where dreams come true</i>		x
<i>They came and served the country of America</i>		x
<i>. Immigration doesn't serve the American people</i>	x	
<i>We have to reform the immigration system</i>		x
<i>We have to secure our borders, build a wall and enforce laws</i>	x	
<i>Immigrants take advantage of the welfare system, they cost a lot of money</i>	x	
<i>Our immigration policy is the worst ever realized</i>	x	
<i>We can build a more prosperous nation</i>		x
<i>We have to keep families united and build a community</i>		x
<i>Immigrants are criminals, they don't integrate, we must select those who can thrive</i>	x	





## GRAMMAR

comment l'exprime-t-on?

bright: (a) Adjectif + **ER (than)**

big: (b) Adjectif **(+g) + ER (than)**

low: (d) Adjectif + **ER (than)**

alarming: (f) **MORE + adjectif + (than)**

Quels sont les adjectifs dans c. et e. ?

Adjectifs / adverb

**bad (c) / badly (adverb)**

**good (e) / well (adverb)**



## GRAMMAR

La phrase g. exprime un **comparatif D'EGALITE**

La phrase h. exprime un **comparatif D'INFERIORITE**

### EXERCICE

44

1. Host countries are not **as welcoming as** they were expected to be. welcoming (=)
2. Child education is **more important than** purchasing power. important (>)
3. The last speech made the electors feel **more confident** in their candidate. confident (>)
4. On the confrontation day, there's always one candidate who sounds **less convincing than** the other. convincing (<)
5. The American Dream is **harder** to reach nowadays. hard (>)

### EXERCICE

45

Leaving my native country was **the worst** decision I had ever made. I lived in **the poorest** area in town, I got **the least paid** job in the factory. It was **the saddest** day of my life. But when I met **my best** friend, I felt **the happiest** man in the world.



## GRAMMAR

A quelles formes verbales sont les verbes en gras ?

a. get: **Present Simple** Be: **Will + BV (Future Simple)**

b. work: **Present Simple** can: **Can + BV (can au Présent+BV)**

Traduisez la phrase a.

Les scientifiques nous disent que si nous ne prenons pas ce sujet au sérieux tout de suite, les conséquences seront dramatiques.

Qu'exprime-t-elle ? **une prédiction à partir d'une hypothèse**

### EXERCICE

46

If you **go** to a foreign country illegally you will be prosecuted.  
 You **won't get** a good job unless you have the necessary qualification.  
 Unless he **gets** his visa, he won't be able to leave the country.  
 If children are educated properly, they **will be** responsible adults.  
 If he doesn't get a job, he **will be** forced to emigrate.

### EXERCICE

47

Not stay in my country – have a suitable job.

**I will not stay in my country unless I get a suitable job.**

Not emigrate – find a better place to live in.

**I will not (won't) emigrate unless I find a better place to live in.**



## GRAMMAR

Qui s'exprime dans les phrases :

- a. Un candidat à l'élection présidentielle
- b. Une personne qui ne pense pas être candidate
- a. become: Présent Simple    will build: Futur Simple
- b. became: **prétérit (Past Simple)** would save: **Conditionnel**

### EXERCICE

48

If immigrants had good jobs, they **would integrate** more easily.  
 They could get better jobs if they **had** the qualifications required.  
 But if you **have** the necessary skills, you can succeed in your future life.  
 And one day you **will go** back home if you intend to help your own country.  
 You may do so unless you **don't want** to leave your children behind.

### EXERCICE

49

1. If I had had all the opportunities in my country, I wouldn't have searched for a job abroad. (c)
2. If I hadn't been abroad, I wouldn't have had that great experience. (e)
3. If we don't vote, we won't get the right person in government. (a)
4. If he had worked harder, he would have had a better job. (f)
5. If the government were interested in poor people, there wouldn't be as many unemployed and homeless. (d)
6. If there were no racism, the country would be a better place to live in. (b)



## GRAMMAR

Dans les phrases a. et b. est-ce que j'ai un bon emploi ? **non**

Je suis **mécontent (e)** de cette situation

### EXERCICE

50

1. This document is a photo taken in front of the Courthouse in Milwaukee. Women are demonstrating against President Trump's policy on immigration.

One of the banners they are holding reads a distorted message from Trump's campaign slogan. Trump said "Make America great again". He means that if Americans vote for him, if he is president, he will work to make the country regain its prosperity and importance.

But the demonstrators want to show that America is great thanks to the immigrants' contribution.

The other banner on the right says "Keep families together". It refers to family reunification.

2. The document is a press cartoon by Jim Borgman, taken from a website.

The cartoonist's signature is written in the top left hand-side corner (it's very difficult to read).

There are two distinct parts on this cartoon. On the one hand on the left of the drawing we can see three boats arriving on the American shore. The boats bear big crosses on their sails. On the other hand, on the right side there are two native Americans standing on a cliff. The cartoonist may want to focus on the small number of Indians compared with the number of people, on the three boats.

The Indians know these people are coming to settle in America so they are talking about the new comers' future life and jobs on their homeland. They expect them to pay taxes, learn their language and do the chores the natives don't want to do.

We guess that it's a political cartoon which sums up the spirit of host countries. Native people don't see any objection in accepting Immigrants provided they take over menial and low paid jobs, and as long as they fit in the host country by learning the language and adapting to the new culture.

The cartoonist aims at highlighting the prejudices and thus criticizing the host countries' ideas against immigrants.

- I like this cartoon because ..... (avis personnel)
- I don't like this cartoon because ..... (avis personnel)

### What do these people have in common?

Albert Einstein, physician  
Joseph Pulitzer, press  
Arianna Huffington, press  
Leoh Ming Pei, architect  
Levy Strauss, denim jeans  
Sergei Brin, google  
Arnold Schwarzenegger, actor and governor  
Pierre Omidyar, eBay

They are all famous people who succeeded as immigrants or second-generation immigrants in the USA. The people who succeeded in America, and a lot did, are a proof that the cartoonist is actually right in his criticism. They not only helped develop the host country but they provided jobs to many people improving their living standards.

## Writing a CV

What are the different parts in a CV? **There are six (6) parts.**

Where is the applicant's name and address written? **It's at the top (it can either be on the left or the right).**

Where does she live? **She lives in Northampton, England.**

What different jobs did the applicant do? **She was an art curator and coordinator.**

What are her hobbies? **She is interested in Art, sport and reading.**

### EXERCICE

50

a. Could you point out 4 reasons why they wanted to emigrate?

1. **the climate was too extreme: The hurricane season was too hard to endure.**
2. **The summers were too hot.**
3. **The growth rate of the population was so high that there are too "many mouths to feed" and not enough jobs.**
4. **The employment rate seems to be lower so people can't earn enough money to make a decent living.**

b. Now listen and complete the grid.

<b>Girls</b> <i>I like to be in America</i> <i>Okay by me in America</i> <i>Everything free in America</i>	<b>Bernardo</b> <i>For a small fee in America</i>
<b>Anita</b> <i>Buying on credit is so nice</i>	<b>Bernardo</b> <i>One look at us and they charge twice</i>
<b>Rosalia</b> <i>I'll have my own washing machine</i>	<b>Indio</b> <i>What will you have though to keep clean?</i>
<b>Anita</b> <i>Skyscrapers bloom in America</i> <b>Rosalia</b> <i>Cadillacs zoom in America</i> <b>Teresita</b> <i>Industry boom in America</i>	<b>Boys</b> <i>Twelve in a room in America</i>
<b>Anita</b> <i>Lots of new housing with more space</i>	<b>Bernardo</b> <i>Lots of doors slamming in our face</i>
<b>Anita</b> <i>I'll get a terrace apartment</i>	<b>Bernardo</b> <i>Better get rid of your accent</i>
<b>Anita</b> <i>Life can be bright in America</i>	<b>Boys</b> <i>If you can fight in America</i>
<b>Girls</b> <i>Life is all right in America</i>	<b>Boys</b> <i>If you're all white in America</i>

<b>Girls</b> <i>Here you are free and you have pride</i>	<b>Boys</b> <i>Long as you stay on your own side</i>
<b>Girls</b> <i>Free to be anything you choose</i>	<b>Boys</b> <i>Free to wait tables and shine shoes</i>
	Bernardo <i>Everywhere grime in America</i> <i>Organized crime in America</i> <i>Terrible time in America</i>
<b>Anita</b> <i>You forget I'm in America</i>	<b>Bernardo</b> <i>I think I'll go back to San Juan</i>
<b>Anita</b> <i>I know what boat you can get on</i>	<b>Bernardo</b> <i>Everyone there will give big cheers</i>
<b>Anita</b> <i>Everyone there will have moved here</i>	

In the song the girls and the boys oppose their arguments about life in America.

It is clear that the girls are in favour of living in America whereas the boys do not share their opinions. They totally disagree with the girls.

The girls believe that life is much easier thanks to what they can buy on credit, they can have washing machines, thanks to the booming economy, thanks to the housing opportunities which offer spacious houses and flats, and to the pride they can feel and the freedom they can enjoy because of a higher standard of living.

The boys disapprove of what they heard. They claim that life is terrible in America because they are charged twice the prices they have to pay while earning low wages doing low paid jobs as waiters or shoe shiners. When looking for accommodation owners slam doors in their faces. They are discriminated due to their dark complexion and their accent so they have to share and huddle in very small flats.

Bernardo is so disappointed with his life in America that he wants to go back to his hometown. He really thinks that he'll be welcomed there while Anita strongly believes that everybody will have left the place. The song sounds rather critical of life for immigrants in America. It still applies to the current situation.