



# COURS PI

☆ *L'école sur-mesure* ☆

de la Maternelle au Bac, Établissement d'enseignement  
privé à distance, déclaré auprès du Rectorat de Paris

**Terminale - Module 1 - Territoire et mémoire**

## Anglais LVA

v.5.1



- ✓ **Guide de méthodologie**  
pour appréhender notre pédagogie
- ✓ **Leçons détaillées**  
pour apprendre les notions en jeu
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pour comprendre par soi-même
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Paris & Montpellier



# EN ROUTE VERS LE BACCALAURÉAT

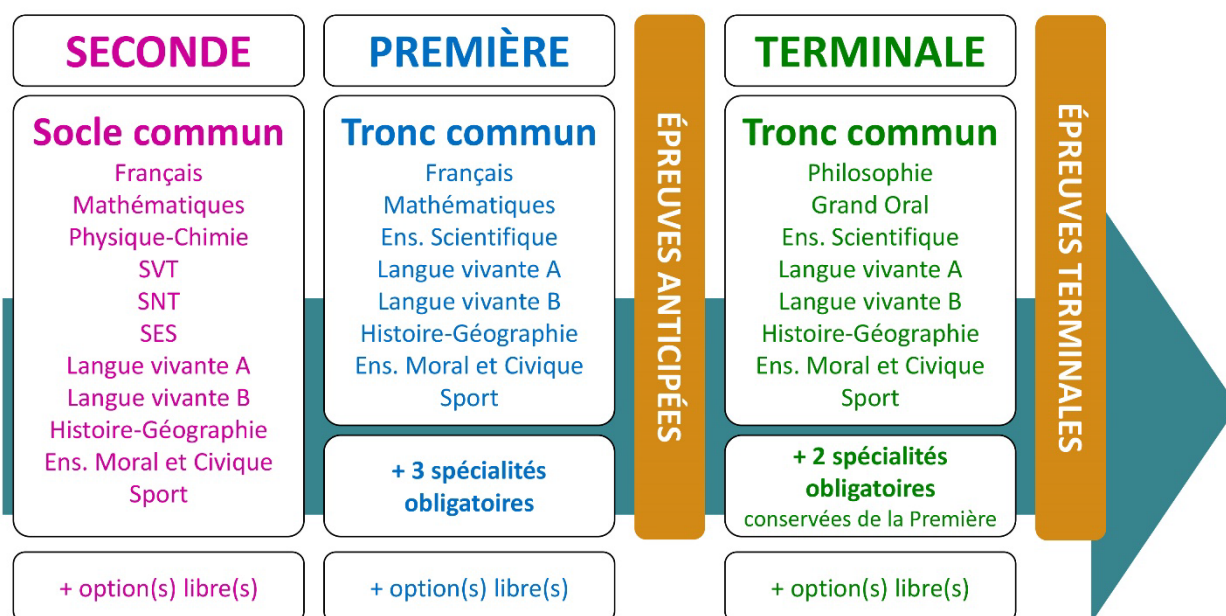
Comme vous le savez, la **réforme du Baccalauréat** est entrée en vigueur progressivement jusqu'à l'année 2021, date de délivrance des premiers diplômes de la nouvelle formule.

Dans le cadre de ce nouveau Baccalauréat, **notre Etablissement**, toujours attentif aux conséquences des réformes pour les élèves, s'est emparé de la question avec force **énergie** et **conviction** pendant plusieurs mois, animé par le souci constant de la réussite de nos lycéens dans leurs apprentissages d'une part, et par la **pérennité** de leur parcours d'autre part. Notre Etablissement a questionné la réforme, mobilisé l'ensemble de son atelier pédagogique, et déployé tout **son savoir-faire** afin de vous proposer un enseignement tourné continuellement vers l'**excellence**, ainsi qu'une scolarité tournée vers la **réussite**.

- Les **Cours Pi** s'engagent pour faire du parcours de chacun de ses élèves un **tremplin vers l'avenir**.
- Les **Cours Pi** s'engagent pour ne pas faire de ce nouveau Bac un diplôme au rabais.
- Les **Cours Pi** vous offrent **écoute** et **conseil** pour coconstruire une **scolarité sur-mesure**.

## LE BAC DANS LES GRANDES LIGNES

Ce nouveau Lycée, c'est un enseignement à la carte organisé à partir d'un large tronc commun en classe de Seconde et évoluant vers un parcours des plus spécialisés année après année.



### CE QUI A CHANGÉ

- Il n'y a plus de séries à proprement parler.
- Les élèves choisissent des spécialités : trois disciplines en classe de Première ; puis n'en conservent que deux en Terminale.
- Une nouvelle épreuve en fin de Terminale : le Grand Oral.
- Pour les lycéens en présentiel l'examen est un mix de contrôle continu et d'examen final laissant envisager un diplôme à plusieurs vitesses.
- Pour nos élèves, qui passeront les épreuves sur table, le Baccalauréat conserve sa valeur.

### CE QUI N'A PAS CHANGÉ

- Le Bac reste un examen accessible aux candidats libres avec examen final.
- Le système actuel de mentions est maintenu.
- Les épreuves anticipées de français, écrit et oral, tout comme celle de spécialité abandonnée se dérouleront comme aujourd'hui en fin de Première.



A l'occasion de la réforme du Lycée, nos manuels ont été retravaillés dans notre atelier pédagogique pour un accompagnement optimal à la compréhension. Sur la base des programmes officiels, nous avons choisi de créer de nombreuses rubriques :

- **L'essentiel** pour souligner les points de cours à mémoriser au cours de l'année
- **À vous de jouer** pour mettre en pratique le raisonnement vu dans le cours et s'accaparer les ressorts de l'analyse, de la logique, de l'argumentation, et de la justification
- **Pour aller plus loin** pour visionner des sites ou des documentaires ludiques de qualité
- Et enfin... la rubrique **Les Clés du Bac by Cours Pi** qui vise à vous donner, et ce dès la seconde, toutes les cartes pour réussir votre examen : notions essentielles, méthodologie pas à pas, exercices types et fiches étape de résolution !

## ANGLAIS TERMINALE

### Module 1 – Territoire et mémoire

#### L'AUTEURE



#### Fatma Zohra HAMRAT

Michel Montaigne a dit « Je n'enseigne pas, je raconte », c'est ce que Fatima Zohra Hamrat tente de faire depuis ses débuts dans l'enseignement. Aujourd'hui Docteure en études du monde anglophone et membre du laboratoire de recherche Etudes Montpelliéraines du Monde Anglophone, son objectif est de transformer son cours de langue en une belle histoire qui ne s'oublie pas.

#### PRÉSENTATION

Ce **cours** est divisé en chapitres, chacun comprenant :

- Le **cours**, conforme aux programmes de l'Education Nationale
- Des **applications** dont les **corrigés** se trouvent en **fin de chapitre**
- Des **exercices d'entraînement** et leurs **corrigés** en **fin de fascicule**
- Des **devoirs** soumis à correction (et **se trouvant hors manuel**). Votre professeur vous renverra le corrigé-type de chaque devoir après correction de ce dernier.

Pour une manipulation plus facile, les corrigés-types des exercices d'application et d'entraînement sont regroupés en fin de manuel.

## CONSEILS A L'ÉLÈVE

Vous disposez d'un support décours complet : **prenez le temps** de bien le lire, de le comprendre mais surtout de **l'assimiler**. Vous disposez pour cela d'exemples donnés dans le cours et d'exercices types corrigés. Vous pouvez rester un peu plus longtemps sur une unité mais travaillez régulièrement.

## LES DEVOIRS

Les devoirs constituent le moyen d'évaluer l'acquisition de **vos savoirs** (« Ai-je assimilé les notions correspondantes ? ») et de **vos savoir-faire** (« Est-ce que je sais expliquer, justifier, conclure ? »).

Placés à des endroits clés des apprentissages, ils permettent la vérification de la bonne assimilation des enseignements.

Aux *Cours Pi*, vous serez accompagnés par un **professeur selon chaque matière** tout au long de votre année d'étude. Référez-vous à votre « Carnet de Route » pour l'identifier et découvrir son parcours.

Avant de vous lancer dans un devoir, assurez-vous d'avoir **bien compris les consignes**.

**Si vous repérez des difficultés lors de sa réalisation**, n'hésitez pas à le mettre de côté et à revenir sur les leçons posant problème. **Le devoir n'est pas un examen**, il a pour objectif de s'assurer que, même quelques jours ou semaines après son étude, une notion est toujours comprise.

**Aux Cours Pi, chaque élève travaille à son rythme, parce que chaque élève est différent et que ce mode d'enseignement permet le « sur-mesure ».**

Nous vous engageons à respecter le moment indiqué pour faire les devoirs. Vous les identifierez par le bandeau suivant :



Vous pouvez maintenant  
faire et envoyer le **devoir n°1**



Il est **important de tenir compte des remarques, appréciations et conseils du professeur-correcteur**. Pour cela, il est **très important d'envoyer les devoirs au fur et à mesure** et non groupés. **C'est ainsi que vous progresserez !**

**Donc, dès qu'un devoir est rédigé**, envoyez-le aux *Cours Pi* par le biais que vous avez choisi :

- 1) Par **soumission en ligne** via votre espace personnel sur **PoulPi**, pour un envoi **gratuit, sécurisé** et plus **rapide**.
- 2) Par **voie postale** à *Cours Pi*, 9 rue Rebuffy, 34 000 Montpellier  
*Vous prendrez alors soin de joindre une **grande enveloppe libellée à vos nom et adresse**, et **affranchie au tarif en vigueur** pour qu'il vous soit retourné par votre professeur*

**N.B. :** *quel que soit le mode d'envoi choisi, vous veillerez à **toujours joindre l'énoncé du devoir** ; plusieurs énoncés étant disponibles pour le même devoir.*

**N.B. :** *si vous avez opté pour un envoi par voie postale et que vous avez à disposition un scanner, nous vous engageons à conserver une copie numérique du devoir envoyé. Les pertes de courrier par la Poste française sont très rares, mais sont toujours source de grand mécontentement pour l'élève voulant constater les fruits de son travail.*



## VOTRE RESPONSABLE PÉDAGOGIQUE

Professeur des écoles, professeur de français, professeur de maths, professeur de langues : notre Direction Pédagogique est constituée de spécialistes capables de dissiper toute incompréhension.

Au-delà de cet accompagnement ponctuel, notre Etablissement a positionné ses Responsables pédagogiques comme des « super profs » capables de co-construire avec vous une scolarité sur-mesure.

En somme, le Responsable pédagogique est votre premier point de contact identifié, à même de vous guider et de répondre à vos différents questionnements.

Votre Responsable pédagogique est la personne en charge du suivi de la scolarité des élèves.

Il est tout naturellement votre premier référent : une question, un doute, une incompréhension ? Votre Responsable pédagogique est là pour vous écouter et vous orienter. Autant que nécessaire et sans aucun surcoût.

QUAND  
PUIS-JE  
LE  
JOINDRE ?

Du **lundi** au **vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.

QUEL  
EST  
SON  
RÔLE ?

**Orienter** les parents et les élèves.

**Proposer** la mise en place d'un accompagnement individualisé de l'élève.

**Faire évoluer** les outils pédagogiques.

**Encadrer** et **coordonner** les différents professeurs.

## VOS PROFESSEURS CORRECTEURS

Notre Etablissement a choisi de s'entourer de professeurs diplômés et expérimentés, parce qu'eux seuls ont une parfaite connaissance de ce qu'est un élève et parce qu'eux seuls maîtrisent les attendus de leur discipline. En lien direct avec votre Responsable pédagogique, ils prendront en compte les spécificités de l'élève dans leur correction. Volontairement bienveillants, leur correction sera néanmoins juste, pour mieux progresser.

QUAND  
PUIS-JE  
LE  
JOINDRE ?

Une question sur sa correction ?

- faites un mail ou téléphonez à votre correcteur et demandez-lui d'être recontacté en lui laissant **un message avec votre nom, celui de votre enfant et votre numéro.**
- autrement pour une réponse en temps réel, appelez votre Responsable pédagogique.

## LE BUREAU DE LA SCOLARITÉ

Placé sous la direction d'Elena COZZANI, le Bureau de la Scolarité vous orientera et vous guidera dans vos démarches administratives. En connaissance parfaite du fonctionnement de l'Etablissement, ces référents administratifs sauront solutionner vos problématiques et, au besoin, vous rediriger vers le bon interlocuteur.

QUAND  
PUIS-JE  
LE  
JOINDRE ?

Du **lundi** au **vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.

04.67.34.03.00

scolarite@cours-pi.com



## **CHAPITRE 1. Monuments to remember or to forget? ..... 2**

### **Q OBJECTIFS**

- Visualiser la place de l'Homme dans l'Histoire.
- Comprendre les raisons qui poussent l'Homme à comprendre le passé.

### **Q COMPÉTENCES VISÉES**

- Différencier les sources primaires des sources secondaires.
- Consolider les compétences de la lecture dirigée pour une compréhension analytique plus précise d'un long document.

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Première approche .....	3
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Les Clés du Bac .....	29
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## **CHAPITRE 2. Men, women and the making of History ..... 43**

### **Q OBJECTIFS**

- Etudier la place de la mémoire collective dans l'Histoire d'une nation.

### **Q COMPÉTENCES VISÉES**

- Rédiger l'introduction et la conclusion et comprendre leur rôle dans un essai.
- Consolider les compétences de la compréhension oral et rendre compte d'un document audiovisuel.
- Analyser un document iconographique type poster pour trouver le lien avec le thème du chapitre.
- Acquérir une méthode de déconstruction pour une lecture rapide des textes.

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Le temps du bilan .....	80

## **CHAPITRE 3. Literature and memory**..... 83

### **Q OBJECTIFS**

- Découvrir le rôle de la littérature dans la préservation de la mémoire et dans la transmission de l'Histoire.
- Découvrir les différentes formes d'écriture qui constituent un patrimoine national et humanitaire.

### **Q COMPÉTENCES VISEES**

- Étudier un document autobiographique.
- Renforcer les compétences de la lecture ciblée.
- Reprendre les étapes de rédaction d'un essai et focaliser sur le développement.
- Visionnage d'une vidéo pour rendre compte de son contenu en français.
- S'exercer à la présentation orale d'un document iconographique en langue ciblée.
- Clé du bac : découvrir les pièges à éviter et des astuces pour réussir son examen.

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## **CORRIGÉS à vous de jouer et exercices**..... 111



# SUGGESTIONS CULTURELLES

## BIOGRAPHIES

- **Gertrude Bell : Archéologue, aventurière, agent secret** *Christel Mouchard*
- **The Autobiography of Malcolm X** *Malcolm X*

## FILMS

- **Malcom X** *film de Spike Lee*
- **I am not your negro** *documentaire de Raoul Peck*









## MONUMENTS TO REMEMBER OR TO FORGET?



In this chapter, we will discover the different means man uses to keep an eye on his past. The history of a nation is closely related to the collective memory, the latter is preserved through the oral tradition and the written narratives. However, there are other means to help remembering the important events that marked the history of a country or to avoid the fall into oblivion the role of brave persons who made up this history. Places of remembrance or of memory are one of the most common ways to keep history alive. According to the historian Pierre Nora<sup>1</sup>: “A place of memory in all senses of the word goes from the most material and concrete object, possibly geographically located, to the most abstract and intellectually constructed object.”

<sup>1</sup>Nora, Pierre. *Les Lieux de mémoire, Vol 1. Paris, rééd. Gallimard, Coll. « Quarto », 2001.* « « un lieu de mémoire dans tous les sens du mot va de l'objet le plus matériel et concret, éventuellement géographiquement situé, à l'objet le plus abstrait et intellectuellement construit. »

### OBJECTIFS

- Visualiser la place de l'Homme dans l'Histoire
- Comprendre les raisons qui poussent l'Homme à comprendre le passé

### COMPÉTENCES VISÉES

- Différencier les sources primaires des sources secondaires.
- Consolider les compétences de la lecture dirigée pour une compréhension analytique plus précise d'un long document





**ANSWERS:**

**A. Find the synonyms of the following words in English:**

1-world heritage site 2-time line 3-civil war, 4-(cross)scars of war 5- honour, 6-restore, 7-propaganda, 8-celebrate, 9-pay tribute, 10-official history, 11-historical monument, 12- historic district 13- collective memory, 14-commemorate, 15-history, 16-fall into oblivion, 17-war memorial 18-landmark 19-duty of remembrance,20-Second World War, 21-legacy, 22-authorized biography, 23- event.

**B. Use the answer to find on the internet sentences in which these words are used.**

- ▶ Phone booth become a decorative element in London and fell into oblivion since democratisation of mobile phones.
- ▶ This church has been designated as a World Heritage site.
- ▶ The authorized biography of Winston Churchill considers him as a national hero.
- ▶ Visiting the National War Memorial and Tomb of the Unknown Soldier is a tradition during the official visits of Presidents.
- ▶ The historic district of Montpellier is one of the most visited in Europe?
- ▶ The emotional scars of war are real and must be treated.



## Première approche

In this section we will discover some aspects of celebration and commemoration and the reasons behind.

- 👉 Observe the following images and fill the table below to match each image with the right title.
- 👉 Use internet to find more information about each image.

Image	Title	Additional information/ the reason of the celebration
Image 1	.....	..... ..... .....
Image 2	.....	..... ..... .....
Image 3	.....	..... ..... .....
Image 4	.....	..... ..... .....
Image 5	.....	..... ..... .....

1



2



3



4



5

The titles:

- a. In the Memory of King.
- b. Loyal Slave Monuments, A Historical falsehood
- c. In the memory of all the unknown soldiers
- d. Tragedy is Alive
- e. The Empire Day celebrations

ANSWERS:

Image	Title	Additional information/ the reason of the celebration
Image <b>1</b>	<b>c. In the memory of all the unknown soldiers</b>	After the WW1, it was decided in Britain first and then in France that a symbolic Tomb of the Unknown Soldier should be dedicated to pay tribute to all the unknown soldiers who gave their lives in the defence of freedom
Image <b>2</b>	<b>e. The Empire Day celebrations</b>	<b>Empire Day</b> was a <b>celebration</b> of the British <b>Empire</b> held in the United Kingdom, Australia, Canada, and other countries. It started after the death of Queen Victoria, who died on 22 January 1901. The first 'Empire Day' took place on 24th May 1902, the Queen's birthday. Queen Victoria was the first sovereign to be proclaimed Empress of India and reigned on Great Britain and a huge empire where a third of the world's population was under the colonial rule for 63 years. Advertising posters were issued for the occasion.
Image <b>3</b>	<b>a. In the Memory of King</b>	Martin Luther King and his "I Have a Dream Speech" are celebrated by issuing on September 17, 1999 of a stamp with his head on, the speech was delivered on August 28, 1963, from the steps of the Lincoln Memorial in Washington, D.C.
Image <b>4</b>	<b>b. Loyal Slave Monuments, A Historical falsehood</b>	These monuments are a means to erase the history of racism and whitewash slavery in the USA pretending that that slaves were happy, loyal, and devoted to those who enslaved them.
Image <b>5</b>	<b>d. The Tragedy is Alive</b>	The Six Floor museum at Deadly Plaza Palace the place from which the deadly bullet killed the American President John Kennedy in 1963



### L'ESSENTIEL

Man has invented different means to remember and preserve his memory for the posterity. He commemorates the events and the persons who build up history for different reasons related to political, historical or humanitarian reasons. However, what do all these efforts symbolize and why do all these commemorative aspects really exist?



## MONUMENTS TO REMEMBER OR TO FORGET?

### Read to get the point: when monuments represent a bad memory

**Objective:** reading comprehension is an exercise which helps you to acquire the necessary tools to decipher and to deconstruct of a text to determine the central idea and the supporting arguments. I advise you to go to the Clés du bac section first, read it and do the exercises on the rapid reading of documents. Then, read the following article and answer the questions following it.



## The Man Who Blew Up Nelson

Fifty years ago, this week an Irish republican blew up a statue of Nelson on top of a 41m-high pillar - not the one in London's Trafalgar Square but another in the very centre of Dublin. Now 83, the bomber says he has no regrets - but hates the spire that has replaced the admiral even more.

"He was the wrong man, in the wrong place at the wrong time," says Liam Sutcliffe, the man who made perhaps the most radical alteration ever to Dublin's skyline. It was the city's most prominent monument by far. A place where young lovers met on their first date, or where folk would gather before a night on the town.

It had been there, towering over Sackville Street (now O'Connell Street) since 1809, thanks partly to the eagerness of Irish merchants - including the Guinness family - to pay tribute to an admiral who had made the high seas safe for trade. The £7,000 bill was paid for by public subscription.

[...] The London statue, erected more than three decades later, was about 10m taller, but unlike the Dublin version it had no internal spiral staircase and no viewing platform that allowed the public to gaze at the city from Nelson's feet. But if sightseers loved the Dublin pillar, nationalists hated it. To them, France had been Ireland's "gallant ally", the Irish tricolour and republicanism inspired by the French. So, a monument in Dublin to a British hero who'd beaten the French in battle was a double insult. "Every generation tried to do the pillar - going back to the 19th Century, they were at it," says Sutcliffe. The idea of demolishing the statue was hotly debated in the 1920s after Irish independence from the UK, but in the end, nothing was done and an offer from a Liverpool demolition firm to do the job for £1,000 was turned down.

The 1916 uprising: Nelson's pillar stayed in place for another 50 years. A group of students tried and failed to burn Nelson down in 1955, and after that the debate picked up again as the 50th anniversary of the Easter Rising approached in 1966. The BBC's Alan Whicker was among those who acknowledged that the monument seemed out of place. Walking along O'Connell Street, he reeled off the Irish heroes whose statues lined the grand boulevard - Charles Stewart Parnell, William Smith O'Brien and Daniel O'Connell - before ending up in front of Nelson. "Nelson?? How did he get up there?" he asked. The same question was being asked by Liam Sutcliffe. In the 1950s he'd joined the British Army as an IRA spy to help plan raids on military barracks in Northern Ireland, for the purpose of seizing weapons. But by 1966 he had joined a militant splinter group led

by the brothers Mick and Joe Christle - Joe being a flamboyant barrister who had taken part in the 1955 attack on the pillar as a young law student. It was a chance conversation in a pub with a group of visitors from Belfast that sparked Sutcliffe's resolve to topple the statue. [...]



Sutcliffe then approached Joe Christle, who revealed that a plan was already well-advanced, and invited him to be a part of it. The idea was to place a bomb made from gelignite and ammonal on the viewing platform at the top of the pillar, with a timer set to go off in the early hours of the morning when the street would be empty. In a decision, Sutcliffe says he regrets today, he took his three-year-old son with him to avoid raising suspicions. "If the Special Branch had their eye on the Pillar and seen me going in on my own with a bag under my arm, they might have become suspicious - but with the young lad with me, they wouldn't pay any attention," he says. "I realised after that this was a bad idea. If anything had happened that day, two of us would have gone." While others kept watch, the two of them and an accomplice climbed up the spiral staircase one afternoon in late February or early March 1966, just before closing time. They planted the bomb and left. Sutcliffe then waited at home for it go off at 2am - but nothing happened.

This was a problem. There was now an unexploded bomb in a public place in the centre of Dublin. So, the next morning, as soon as the pillar opened again for tourists, Sutcliffe went back to collect it. He redesigned the timer, he says, and planted the bomb again a week later, on 7 March, this time without his son. Again, it was just before closing time, and he was the last to leave. "I shook hands with the caretaker and said, 'Thanks very much,'" he says. "But I said to myself under my breath: 'You'd better start looking for a new job tomorrow.'" At 1.30 am, a huge blast sent Nelson and tonnes of rubble on to the quiet street below, damaging a taxi - the only casualty of the night apart from Lord Nelson. The driver escaped injury. This time Sutcliffe slept through the night and heard nothing.

[...] The government officially denounced the attack, though it's said that President Eamon De Valera called the Irish Press newspaper, owned by his family, to suggest the light-hearted headline: "British Admiral Leaves Dublin By Air". The government quickly took the decision to demolish what was left of the pillar. [...] "I pitied the army officer who had to do it. Their job was down low - I was up in the sky," says Sutcliffe. "There was no need for a second explosion – [...] The massive controlled explosion was followed by a deafening roar from celebrating crowds nearby.

This blast did far more damage than Sutcliffe's bomb, blowing out shop fronts along one of Ireland's busiest streets. Balladeers had a field day. Tommy Makem released *The Death of Nelson* and The Dubliners wrote *Nelson's Farewell*, but most popular was *Up Went Nelson* by the Belfast group, *Go Lucky Four*, which topped the Irish charts for two months. At the same time, Nelson's granite head began a peculiar journey. Immediately after Sutcliffe's attack it was picked up off the street and taken to a municipal storage yard. But 10 days later it was stolen by students from the National College of Art and Design, looking for a way of paying off a Student Union debt. Nelson turned out to be just what they needed. The head appeared on stage with The Dubliners, and in TV and magazine ads - including one for women's tights - and people would pay for it to be displayed at parties. The police were on the students' trail, however. At one event, plainclothes men rushed on stage to seize the stolen head - only to find the students had replaced it with a papier-mache version, leaving the original safely stored away. "It took four of us to lift it on a piece of tarpaulin, just one at each corner," one of the students, Ken Dolan, told me when I interviewed him in 2005.

"When it appeared with the Dubliners, they paid us. When it appeared on the Clancy Brothers album cover, they paid us. The film company doing the TV ads or the magazine ads, they all paid us. We just kept making money with it." When the police attention became annoying, the head was taken to London, where antiques dealer Benny Gray paid for it to stand in his shop window - £250 a month, according to Dolan's 2005 interview. "That was, in 1966, a lot of money, a lot of pints," he said. Eventually the police rounded up a group of students unconnected with the theft, however, and the decision was taken to bring the head home. Benny Gray repatriated the granite remains ceremonially on a lorry which drove up O'Connell Street, joined by the Dubliners. Today, Nelson's head sits in the corner of a library in Dublin, largely ignored.

[...] Sutcliffe broke his silence to confess to the bombing on the Irish radio station RTE in 2000, but despite being arrested shortly afterwards he was released without charge. No-one was ever convinced of the plot. He has not revealed the names of two others who were involved, in addition to the Christle brothers.

Not everyone in Dublin was pleased to see the pillar brought down. In 1969, an Irish senator Owen Sheehy-Skeffington complained that "the man who destroyed the pillar made Dublin look more like Birmingham and less like an ancient city on the River Liffey — the pillar gave Dublin an internationally known appearance." Ireland's foremost poet WB Yeats would probably also have been disappointed, had he lived to see it.

A generation earlier, in 1923, he had argued in the Senate against demolition saying that it represented "the feeling of Protestant Ireland for a man who helped break the power of Napoleon". "The life and work of the people who built it are part of our tradition," he said. "I think we should accept the whole part of this nation and not pick and choose. However, it is not a beautiful object." [...]

*By Diarmaid Fleming BBC News, Dublin - 12 March 2016  
Article à découvrir sur le site [www.bbc.com](http://www.bbc.com)*

1. Determine the meta-data (source, date, author, type of document).

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2. What is the main idea of the article?

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---

3. Who is Nelson?

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4. What did Sutcliffe mean by "He was the wrong man, in the wrong place at the wrong time"?

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▶ Why did the Nationalists hate Nelson?

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---

5. Say if the following is true or false, justify by a quote:

**Sutcliffe regretted the bombing of the monument.**

True

False

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---

**Sutcliffe acted alone.**

True

False

---

---

**The London's Nelson's monument is similar to the one erect in Dublin.**

True

False

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6. What do the following dates refer to 1966, 1955, 1950'S?

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7. Why does the writer consider that the poet W B Yeats would not have accepted the blasting of Nelson's statute?

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8. What was the fate of Nelson's head?

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9. What were the students' motivations for stooling the head of Nelson?

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10. How did the journalist get the information about the head of Nelson?

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11. Why do you think has Sutcliffe denounced himself years after the incident?

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12. Find three synonyms to the verb topple used in the article.

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13. What did the toppling of Nelson's monument symbolize?

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## L'ESSENTIEL

Sometimes the toppling monuments is needed to start a new history, that was the case of Nelson's monument. Its destruction symbolized the effective cultural independence of Ireland from Great Britain and It represented the Irish need and willingness to wipe out all the traces of their former subordination to Great Britain.

02

## MONUMENTS TO REMEMBER OR TO FORGET?

### Read to put it down: outline writing

EXERCICE

02

Read the text and answer the following questions

#### Cathedral-on-the-Blood-Vented: Ipatiev House Memory Alive

[The Cathedral on the Blood Vented was built on the vestiges of a place which witnessed a tragic episode in the history of Russia]. Originally, and until 1977, Ipatiev's house was located here. It was in the cellar of this house that Tsar Nicholas II and his family were murdered on the night of 16-17 July 1918. The assassination was ordered by the man who was to become a communist hero and give his name to the city: Yakov Sverdlovsk. [nonetheless, it is important to determine its fate and the symbolism its location embodies over the years]

[In fact], The house no longer exists. It had become a place of pilgrimage in memory of the Romanovs. This exasperated the Soviet power so much that in June 1975, Yuri Andropov, then head of the KGB, ordered its destruction. In 2000, construction began on the site of the former house of Ipatiev to build a cathedral in honour of the murdered royal family. It is called "khram na Krovi", i.e. the Cathedral on the Bloodshed. The name is evocative of the worship given to the royal family. The cathedral houses a funerary monument dedicated to the royal family. On 16 July 2003, the anniversary of the assassination of the last Russian Tsarist family, the official opening ceremony of the Cathedral took place.

[Visit of the Church on the Blood-Verse are organized. It] starts with the lower chapel. A small lower ceiling chamber reconstructs the setting in which the arrest of the royal family took place. Pilgrims pray at length in front of the icon representing the family of the tsar. The chandelier reproduces the royal crown. It shows the last portraits and photos of the Ipatiev house. Upstairs, on the right, is the iconostasis in front of which the tsarina was praying when she was shot. There is also the icon of St. Seraphim of Sarov, who had predicted 75 years earlier the death of the imperial family and the destruction of Russia. The staircase leading to the church is called the "Golgotha Staircase" because it has as many steps as the royal family had to climb to reach the place of their torment.

It therefore represents the ordeal endured by the royal family and symbolizes their ascent to the state of holiness. Thus, the church above represents the triumph of the family over the massacre that was perpetrated. The whole symbolism of the temple recalls the march of the royal family towards the kingdom of heaven and holiness. Pilgrimages and weddings are frequent.

[Because of the tragic events that took place within the walls of Ipatiev House, after its demolition, its location becomes a symbol of the painful past and injustice.] Interest in this tragedy remains high and there is much discussion about the authenticity or not of the remains of royal remains found in the vicinity of the city, even though DNA tests have suggested that they are authentic.

*Petit Futé 2020*

1. What is the Title of this piece of writing?

2. How many parts does it consist? What are they?

.....

3. How many paragraphs does the body consist?

.....

4. Read carefully the introduction and determine the thesis statement.

.....

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5. Read carefully the body and summarize each paragraph in one sentence.

Paragraph 1:

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Paragraph 2:

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Paragraph 3:

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6. Read the conclusion, is there any new information?

So, since the writer does not add a new information, what does he do in the conclusion?

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7. What is the objective of this document? The document belongs to Petit Futé, Its response on the Bloodshed.

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8. Try to determine the plan followed by the write (*put down the outline of the text*).

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## What is an outline?

An outline is the backbone of your essay, it is the plan you follow in the writing of your essay. The outline helps you organize your ideas to avoid to be out of topic. Many writers, despite their experience prefer using an outline before starting the development of their ideas.

## HOW TO WRITE AN OUTLINE?

Before writing the outline, you have to read carefully the topic of your essay and underline the key words to determine the thesis statement (problématique)

Step 1	Determine the type of your outline, it depends on the objective of your essay (to inform, to express your opinion, make suggestions, ....
Step 2	Brainstorming to find the ideas which answer the thesis statement or support opinion
Step 3	Organize your ideas into categories each category will be one paragraph of your essay
Step 4	Give a title to each category, it is the main idea
Step 5	Draw your outline

**Remark:** The more details you include in your outline the easiest will be the essay writing.

The outline will be something like:

### Introduction

thesis statement or the question to which your essay will bring answer)

### Body

**Paragraph 1:** main idea + supporting ideas or the key words

**Paragraph 2:** main idea + supporting ideas or the key words

**Paragraph 3:** main idea + supporting ideas or the key words

### Conclusion

answer the thesis statement, restate the main points briefly, your message to the reader or an idea to propose a new debate in relation with the topic of your essay.

## Let' us practice

EXERCICE

03

Read the following article and determine the outline used by the writer.

### **Jacob Blake: Trump visits Kenosha to back police after shooting**

US President Donald Trump has visited Kenosha, Wisconsin, to back law enforcement after the police shooting of a black man sparked civil strife. The Republican president sought to blame "destruction" in the Midwestern city on local Democratic leaders. Kenosha was rocked by days of violence after Jacob Blake was shot in the back by officers. Opinion polls show Mr Trump is cutting into his Democratic rival Joe Biden's lead ahead of November's election. The president is pushing a strong "law and order" message ahead of the vote. Mr Biden has accused Mr Trump of stoking racial division. What is happening in Kenosha?

The president visited areas damaged in the protests and met local business leaders. "Violent mobs demolished or damaged at least 25 businesses, burned down public buildings and threw bricks at police officers which your police officers won't stand for. And they didn't stand for it," he said at a round table meeting on "community safety". "These are not acts of peaceful protest but really domestic terror." Mr Trump defended the actions of US police and accused the media of focusing only on "bad" incidents involving officers. He also said his administration would provide nearly \$4m (£3m) to help Kenosha businesses that



had been damaged in the riots and \$1m for city law enforcement. The president met police officers but not the Blake family. He said on Monday it was because relatives had wanted lawyers present.

Earlier, in an interview with CNN, Mr Blake's father, Jacob Blake Sr, said his son's life was more important than a meeting with President Trump. "I'm not getting into politics. It's all about my son, man. It has nothing to do with a photo op," he said. Mr Blake Sr said his son was still paralysed from the waist down, "holding on for dear life". A police officer shot Jacob Blake several times in the back during an arrest as the 29-year-old tried to get into a car where his three children were seated.

Mr Trump's visit to Kenosha went ahead despite appeals from the Democratic mayor and governor to stay away. The president also claimed without evidence that the city would have been "burnt to the ground" by protesters were it not for the National Guard. Although Mr Trump said he sent the National Guard into Kenosha, they were deployed by Wisconsin's governor and supported by 200 federal law enforcement officials ordered in by the president. "I think a lot of people are looking at what's happening to these Democrat-run cities and they're disgusted," Mr Trump said before boarding Air Force One to fly to Wisconsin. [...] He has focused on the violence that's accompanied some protests rather than the grievances of the anti-racism demonstrators. And he's supported the police against those demanding an end to police brutality. [...]

Almost certainly the president sees a political opportunity by visiting this mid-western town in the crucial swing state of Wisconsin. Kenosha has emerged as the new epicentre for the debate over race and violence and how each presidential candidate will handle this explosive issue.

*Analysis by Barbara Plett-Usher – State Department Correspondent  
Article à découvrir sur le site [www.bbc.com](http://www.bbc.com)*

### The outline: to determine the outline you have to

1. Read the introduction and determine the thesis statement
2. Find the number of paragraphs and determine the main idea of each of one
3. Determine the conclusion's idea that opens a new debate/ or the writer's message to the reader

#### Introduction

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#### Body

**P1**

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**P2**

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**P3**

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#### Conclusion

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## À VOUS DE JOUER 1

Read the following article and determine the outline

### How Britain said farewell to its Empire

The end of the British Empire saw the Union flag lowered in ceremonies around the world - but the so-called "wind of change" continues to blow, observes David Cannadine in his Point of View column. [...] But it was the independence of British Somaliland in 1960, along with the famous "wind of change" speech which Harold Macmillan delivered in South Africa earlier in the same year, which ushered in the decade when the dismantling of the British Empire reached its climax, as no fewer than 27 former colonies in Asia, Africa and the Caribbean began their new lives as new nations. Of course, it took until 1997, when Hong Kong was handed back to China, for the process of imperial liquidation to be completed, and there would be some difficult and protracted episodes along the way, especially in the case of Southern Rhodesia, which did not become independent as Zimbabwe until 1980.

But it was during the 1960s that it first became unequivocally clear that the whole of what was left of the British Empire was heading rapidly to decolonization and irreversibly to dissolution. So it's scarcely surprising that some of my most vivid memories from that decade were of the independence ceremonials reported on the nightly news bulletins, at least once, and sometimes twice, or even three or four times a year. At the stroke of the midnight hour, in a specially constructed stadium in the capital city, and in the presence of a member of the British Royal Family representing the Queen, the Union Jack was pulled down for the last time, imperial rule came to an end, and the new country's flag was unfurled to tumultuous applause. Thus, was power transferred in an orderly and dignified and ceremonial manner, from the old empire on the way out to the new nation on the way in, and from a pro-consular elite to a popularly elected government. Royal Highnesses and prime ministers delivered speeches expressing mutual admiration, esteem, affection and goodwill, there were parties and fireworks galore, and ever after, the occasion would be annually commemorated in the former colony as Independence Day.[...]

But since the British Empire had (among many other things) existed and endured as an ornamental pageant, it was at least consistent with that element of imperial theatricality that it also ended and expired in a unique succession of farewell rituals, the like of which were not to be found anywhere else in the world, even though other European empires were going into liquidation at exactly the same time. Yet when Col Hefford claimed that these late-imperial extravaganzas, combining colonial endings and national beginnings, were "plucked from the book of ancient British traditions", he couldn't have been more wrong. There had been no such ceremonials when the British departed in defeat and disarray in 1782 after the successful rebellion of the thirteen American colonies; when the Irish Free State became independent in 1921, the last British Lord Lieutenant, Viscount Fitzalan, departed from Dublin Castle as un-ostentatiously as he could in a private car; and as the great dominions of Canada, Australia, New Zealand and South Africa gained ever more autonomy from the mother country, they did so gradually and incrementally, rather than suddenly and ceremonially on a particular day.

Far from being the embodiment of ancient British traditions, the rituals associated with the end of the British Empire dated back only to 1947; and insofar as any one individual can be described as the inventor of what briefly became these traditions of termination, it was the last Viceroy of India, who also happened to be a royal personage, namely Lord Mountbatten. As the central figure in the independence pageants that took place on successive days in August 1947 in both India and Pakistan, Mountbatten was determined that the transfer of power should be well planned and carefully stage managed: he wanted the new nations to begin in peace and with feelings of goodwill towards the former imperial power; he wanted the British to leave with dignity and with as much residual influence as they could retain; and he wanted the ceremonials to be a personal triumph.

And so in some ways, they were, with the crowds, the processions, the speeches, and at the stroke of the midnight hour the lowering of the Union Jack and the raising of the two new national flags.

Although no one could have known it at the time, this would be the beginning of a sequence of valedictory spectacles which would take place during the next half century, and they would all be indebted to the template that Mountbatten had created in South Asia. With the exception of the Queen herself and the Queen Mother, most members of the Royal Family were called upon to take part in such proceedings, and after the Hong Kong handover in 1997 which effectively brought the British Empire to an end, it was entirely appropriate that Prince Charles steamed away on what would also be the final voyage of the Royal Yacht Britannia.

Yet, as so often with such public displays, the impressions given of an orderly transfer of power, and of the continuing warm and friendly relations between the British and their former colonists, were often only part of the story. In India and Pakistan, the euphoria of independence was soon followed by the reality of partition, and by the terrible bloodshed which ensued; while the rulers of the former princely states felt betrayed by the Viceroy, when he gave them no choice but to throw in their lot with the two new successor nations. And thereafter, as other British colonies followed suit, the consensus and goodwill that characterised their midnight celebrations were often little more than superficial, temporarily papering over significant disagreements and deep-rooted tensions, and only briefly erasing what were often unhappy memories and bitter resentment. This was true in Malaya when freedom came in the aftermath of the Japanese invasion and the later Communist insurgency; it was true in Kenya after the decade long Mau Mau emergency; and it was true in Southern Rhodesia after the unilateral declaration of independence by Ian Smith and the civil war that followed. The British left Israel in 1948, but the legacy of colonial rule continues to be felt [...]

Indeed, on several occasions, the political situation in British colonies on the brink of independence was deemed to be so precarious and uncertain that no member of the House of Windsor was sent out to represent the Queen at the handover. This was the case in Burma, the Sudan, Cyprus and Aden; and it was also the case in British Somaliland in the summer of 1960. [...] Today, the whole region remains deeply troubled, with bitter endemic conflict on land, and with pirates roaming the seas nearby. So it's not altogether surprising that some Somalis have sought asylum in Britain, whatever the consequences and controversies for them here may be.

23 July 2010

Article à découvrir sur le site : [www.bbc.com](http://www.bbc.com)

## Introduction

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## Body

**P1**

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**P2**

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**P3**

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P4

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P5

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P6

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Conclusion

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## À VOUS DE JOUER 2

Read the following article and determine the outline

### Should Greenock's 'Sugar Shed' become Scotland's museum of slavery?

Ships and sugar were for 250 years the foundations of Greenock's prosperity. But another word starting with S is also intertwined with the town's fortunes. One MSP thinks a new national museum acknowledging Scotland's historical links with slavery should be created there. But why Greenock?

In the 18th and 19th Centuries Greenock and nearby Port Glasgow were Scotland's gateway to a lucrative in trade in sugar, tobacco, rum - and sometimes humans. As in Glasgow, those links are still reflected in street names - Tobago Street, Jamaica Street, Antigua Street, Virginia Street. Fortunes were made and the merchants enjoyed years of prosperity but it came at a terrible price. Slavery existed in Africa before the Europeans came but the colonisation of the Caribbean islands opened up a dark new chapter. When, in 1562, the English sailor Captain John Hawkins captured 300 Africans and sold them in the "Americas" he made so much money others were quick to follow. At first the London-based Royal African Company had a monopoly on this sinister cargo but other cities, notably Bristol and Liverpool, lobbied successfully to get involved. Then, in 1707, the Act of Union paved the way for Scottish ships to join what became known as The Triangular Trade.

The first stage of the voyage took them to West Africa, carrying goods such as glass, textiles, metal or guns that could be exchanged for captured Africans. All along the coast were "slave forts" where captives - taken there usually by African middle-men - were stripped and chained, ready to be traded. The next stage of the journey - the middle passage - was brutal for the human cargo, crammed into tiny spaces in the hold for months, sometimes beaten, branded or sexually abused by the crew. According to some estimates a fifth of slaves died at sea, many taking their own lives in despair. There were profits to be made on each side of the triangle. In the 18th Century a "strong and able" slave could sell for more than £100 - that's £11,000 in today's money. Young women were valued because they could produce more slaves. The final leg of the journey saw the ships return to Scotland laden with more high profit goods such as sugar, rum and tobacco.

While the numbers of Scottish slave ships officially recorded as sailing from Greenock and Port Glasgow are small by comparison with Liverpool or Bristol, Scots were involved in other ways. A fifth of masters on slaving voyages from Liverpool are believed to have been Scottish and Scots played a prominent role in many England-based slaving enterprises. On Bunce Island, a fortified outpost at the mouth of the Sierra Leone River, a visitor in the 1770s described white men playing golf attended by African caddies in tartan loincloths. The plantations were also seen as places to become rich, enticing thousands of Scots to the Caribbean in an attempt to make their fortune. By the early 19th Century, a third of the plantations in Trinidad, the world's largest sugar producer, are believed to have been Scottish-owned. [...]

Slavery was abolished in the British Empire years before Greenock's first commercial sugar refinery was established in 1850. [...] Sugar, though, was a growing business opportunity. Within two decades Greenock had 14 refineries, with 400 ships a year arriving from the Caribbean. The A-listed Sugar Shed, a cavernous warehouse now standing empty beside Greenock's James Watt Dock, is a dilapidated monument to the trade that sprang from the labour of plantation workers. MSP for Greenock and Inverclyde Stuart McMillan thinks the Black Lives Matter movement underlines the need to "own our past". He argues the Sugar Shed is the ideal location for a national "museum of human rights", highlighting not just slavery but also other historical injustices such as the Highland Clearances. "Greenock was the departure point for more than 600,000 people leaving to go to the New World," he explained. [...] Fellow SNP politician, Glasgow councillor Graham Campbell, thinks such "massive historical events" deserve their own dedicated museums and shouldn't be "clubbed together". He suggests a multi-site museum model, like the Tate or the V&A which operates in both London and Dundee - but with Glasgow at the centre. "The epicentre has to be in Glasgow because this was the main city which benefited from it," he argues.

While Black Lives Matter has given impetus to longstanding calls for such a museum, the coronavirus pandemic has thrown up new obstacles, with many of Scotland's museums facing financial challenges. But the UK currently has only dedicated slavery museum the International Slavery Museum in Liverpool - and while possible locations may be debated, campaigners are united in the conviction that this aspect of Scotland's history needs greater recognition. "This is a part of Scotland's story that needs to be told," says Stuart McMillan.

*By Calum Watson - 29 August 2020  
Article à découvrir sur le site : [www.bbc.com](http://www.bbc.com)*

## Introduction

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## Body

**P1**

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**P2**

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**P3**

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P4

Conclusion

EXERCICE

04

Write an outline for the following topic:

Read carefully the topic of your essay and underline the key words to determine the thesis statement

During the Covid-19 pandemic, nurses, doctors, bus drivers, delivery boys, shopkeepers and many others continued their activities. Some of them died with corona virus. Write an essay on their role during this difficult period. How can people and the government pay tribute to them for remaining in their jobs to ensure the continuity of life

**Answer:** these are examples of outlines, yours may be different in case you will find out different ideas or you will provide other examples.

**Outline:** to answer you have to follow the steps presented above.

1. Thesis statement:

.....

.....

2. Brainstorming to find the ideas which answer the thesis statement or support opinion

.....

.....

3. Organize your ideas into categories each category will be one paragraph corresponding to one main idea

Category 1

.....

.....

Category 2

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.....

Category 3

.....

.....

4. Outline

**Introduction:** what role did certain workers in vital post play during the pandemic and how can people and the government reward them for their sacrifices?



## Body

P1

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P2

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P3

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**Conclusion:** *a new debate / Consider the psychological consequences of the pandemic on them.*

EXERCICE

05

Write an outline for the following topic:

The killing of the Afro-American George Floyd by a white police officer during an arrest opened the debate on the role of certain national heroes in America and in former colonial countries such as Great Britain and Belgium and their legacy. Thus, Black Lives Matter movement called for the pulling down of their statues as they are considered responsible for the establishment of a segregation policy and for having been slave owners. Do you think it will stop racism and erase the tragic past of the former slaves?

## Introduction

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## Body

P1

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P2

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P3

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P4

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## Conclusion

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Write an outline for the following topic:

Commemorations and other practices for the remembrance of people who sacrificed their lives in the wars aim at making their sacrifices meaningful and helps to justify their death in front of their families. On the light of this, write an essay to explain the role of commemorations in the construction of the national and personal history. By giving examples, determine their symbolic dimension.

### Introduction

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### Body

P1

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P2

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P3

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### Conclusion

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## MONUMENTS TO REMEMBER OR TO FORGET?

### Oral comprehension

**Objective:** In this section of the course you will train yourself to the listening to a native speech and be able to report what has been said in a video or an audio document in French.

The procedure is as follow, you will view to the document three times and take notes at the same time. The questions below will guide you in your note-taking. I suggest that you focus on questions 1 to 5 during the first listening, and on questions 6 to 10 during the second listening. The last listening should be used to check your answers. **Note taking means the writing of key words and the most important information, do not waste time in writing verbatim notes (mot à mot).** Use the note to write a report on what you have understood and retained from the document in French.

**Part 1**

The first thing to do is to consider the metadata that is all the information on the nature and the length of the document, its author or its source, its title and when the document was released. This will give you an idea about the topic of the document. **After that view to the document and fill the table below which will help you in the writing of your report.**

**Who was Edward Colston, why was his statue toppled?**



<https://www.youtube.com/watch?v=kak-pNjyN2w>

Questions	Your answers
<p><b>Meta data :</b></p> <p><i>nature du document</i></p> <p><i>durée</i></p> <p><i>auteur</i></p> <p><i>source</i></p> <p><i>titre</i></p> <p>...</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<b>Première écoute</b>	
<p><b>1-</b> Qui parle ? Quelles sont les personnes intervenant dans le document ?</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b>2-</b> Quel est son (leur) travail ?</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b>3-</b> A qui s'adresse le document ?</p>	<p>.....</p> <p>.....</p> <p>.....</p>

**Deuxième écoute**

**4-** De quoi parle-t-il ? Que décrit-il ?

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**5-** Y a-t-il d'autres informations ? (L'état d'esprit, langage corporel...)

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**6-** Peut-on deviner où ils se trouvent ?

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**7-** Quels sont les éléments non-dits mais que l'on peut réussir à déduire ?

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**8-** L'objectif (relater, informer, convaincre, critiquer, dénoncer, etc.)

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**Troisième écoute**  
**Vérifiez et complétez les réponses.**

**Part 2-**

Using the information collected in the table say what is the video about in French.

Lined writing area consisting of 25 horizontal dashed green lines.

**To check your answer, here is the script:**

**Journalist:** What's a statue for, the basic assumption is a celebration of the life and achievements of someone regarded as historically significant which explains without the slightest question why supporters of Black Lives Matter in the English port city of Bristol did what they did. After all, in the 17th century when Britain was an empire Edward Colston grew rich from African slavery using ships out of Bristol Harbour. How appropriate think these people to dump him and his ideas in the sea.

**Marveen Rees** (Bristol Mayor): God come down from your damage but at the same time as I've shared I you know I'm the descendant of you know Jamaicans who at some point were enslaved and I can't say that that statue was anything other than offensive to me in the middle of the city.

**Journalist:** Other significant figures in British politics are equally clear that the statues are a standing insult to people of colour.

**Sadiq Khan** (London Mayor): Imagine what it's like as a black person to walk past a statue of somebody who enslaved your ancestors and we are commemorating them, celebrating them as icons in the heart of the most diverse city in the world and I think we should have statues showing in museums give and give the proper context we can learn about some of the bad things that done in the name of the Empire.

**Journalist:** After Colston, everyone's wondering who's next, they've been busy taking the graffiti of Winston Churchill in central London as well as David Lloyd George the last liberal Prime Minister of Britain, Young Smuts the founder of apartheid South Africa and Abraham Lincoln as well. But the view of people who say statues should be erased from view completely continues to infuriate the governments.

**Patel** (UK Home Secretary): We live in an open society and in a democracy, we have the means and the mechanisms to bring statues down and to change the society in the way in which we wish to.

**Journalist:** Other controversial figures will be turning in their graves like Major General Robert Clive who oversaw British colonial rule in India and in Oxford on Tuesday University students and others will once again turn their attention to Cecil Rhodes a long time target of people who think it outrageous that such a key figure in the British Empire in South Africa should continue to be honoured, they've tried before to get Rhodes taken down without success and in the United States increasingly the protesters are taking less and less notice of what the politicians have to say.

*Lawrence Lee al-jazeera English*





## MONUMENTS TO REMEMBER OR TO FORGET?

### Read to put it down: outline writing - Oral expression

**Objective:** Oral expression section is an opportunity to express yourself in the targeted language (English) by describing and determining the meaning of an image in relation with the theme of the chapter.

How to preserve memory? It is the personal history of different people in different fields at different moments which build the whole history of a nation. Observe the following image and follow the steps below.

#### Holding My Life in My Own Hands



### Methodology

#### Step 1

1. The type of the image (photograph, caricature, engraving, a drawing, a cartoon...), identify the author, the source, the date of publication the context of the publication (an advertisement, propaganda...)
2. Describe the image: what do you see? What are the most important elements in the image?
3. Identify the colours, the texts in the image, dress code, the environment, the symbols.
4. Identify the theme of the image / its objective / the message.
5. Explain the relationship between the image and the theme of the chapter. To what extent is the image a representation of the theme of the chapter. Its impact on the public.

## Step 2

Now, use all these elements to prepare your presentation which should be composed of:

<p><b>Introduction:</b> <i>introduce the document / announce the plan of your presentation</i></p>	<p><b>This document is a... / consists of...</b> (A photograph / A photo / A snapshot / A shot of / A drawing... drawn by... <b>It comes from... / It is an extract from... / It is taken in...</b> published in (+ name of newspaper / magazine) on + date... <b>It was drawn by... / painted by... / taken by... / made by...</b> a painter / a photographer / a cartoonist / an advertiser (the name) etc.</p>
<p><b>Description of the document</b></p>	<p><b>1- The composition:</b> (start by the most attractive element) - It consists of... / It is composed of... / It is made up of... There is a... title / slogan / text / photograph / drawing / cartoon Caption / Bubble... - It shows... / It represents... / in this photo we can see... - It is a close-up.</p> <p><b>2- position of the elements:</b> It is seen from a distance / from afar / from above / From below / from the rear / At the top of the page / at the bottom of the page. - In the foreground / in the background, we can see... - In the top right-hand / In the top left-hand corner. To the right-hand side / To the left-hand side... there is... - In the middle / Under the title / below the picture / opposite the drawing / next to etc. - Between / Behind / In front of / To the right / To the left / Above / Under etc.</p>
<p><b>Analysis</b> <i>to what extent is the image a representation of the chapter's theme?</i></p>	<p><b>1- The central theme</b> of the photo is... / it focuses on... <b>2-The connection between the image and the theme of the chapter:</b> The historical context shows ... / is an indication... - The characters symbolize... - The objective of the artist... / the message of the / photograph... / the impact of the image on you or on the public ... /People may react to the image by... <b>3- Conclusion: your opinion:</b> has the artist succeeded in conveying his message? Is it a true representation of its time? - Relate the image to another theme to suggest a new debate</p>



## À VOUS DE JOUER 3

**Step 1: Use the previous document to answer the questions**

1- The type of the image (photograph, caricature, engraving, a drawing, a cartoon...), identify the author, the source, the date of publication and the context of the publication (an advertisement, propaganda...): .....

2- Describe the image: What do you see? What are the most important elements in the image? .....



**Step 2: Using your answers say what does this image represent**

**Introduction: / Description / Analysis**

A series of horizontal dashed lines for writing.



## LECTURE RAPIDE

### REPÉRER LES MOTS CLÉS POUR DÉTERMINER LES IDÉES PRINCIPALES

#### Objective:

La réussite à l'examen d'anglais au baccalauréat dépend de votre compréhension des documents et de votre gestion du temps pour arriver à lire et à répondre correctement. C'est pour cette raison que notre objectif, dans cette partie du cours, est de vous apprendre à lire d'une manière stratégique. C'est-à-dire, être en capacité de repérer les idées principales et de comprendre les sujets traités dans les documents sans pour autant y perdre beaucoup de temps. Le but étant de répondre aux questions de compréhension, il est important de se laisser le temps nécessaire pour cela !



**Step 1:** consists of determining the general topic of the document without reading the documents in details, using only the metadata:

**What is the metadata? It concerns all the external details about a document such as the nature of the document (article, letter, a passage from a novel ...), the title, the author, the date of publication.**

**Here are two documents, find the general topic of each of them using the metadata:**

#### **Document 1: Birmingham stabbings: Family tribute to Jacob Billington**

Yesterday, Birmingham witnessed a dramatic event which led to the death of a young man and the injury of others. Who are the victims and what did really happen?

A 23-year-old man who was stabbed to death in Birmingham city centre has been named as Jacob Billington. Mr Billington was attacked in Irving Street in the early hours of Sunday while he was out with old school friends, police said. Seven other people were injured at four locations over a period of 90 minutes. A 27-year-old man has been arrested on suspicion of murder and attempted murder. West Midlands Police said Mr Billington, from Crosby, Merseyside, was on a school reunion night out with friends. One of the groups, also 23, was seriously injured and remains in hospital in a critical condition. [...] **By the time the police get involved, the disaster had already occurred.**

Police were first called out just after 00:30 BST on Sunday at Constitution Hill, where a man sustained a superficial injury. About 20 minutes later they were sent to Livery Street, near Snow Hill railway station, where they found a 19-year-old man with critical injuries and a woman who was also hurt. At 01:50, officers were despatched to Irving Street, where Mr Billington was found with fatal injuries and his friend seriously hurt. About 10 minutes later, police were called to Hurst Street, in the city's Gay Village, to find a 32-year-old woman had been critically injured and two men less badly hurt. **The population of Birmingham is in shock and it becomes urgent to find the author of these crimes.**

In fact, The suspect was arrested at an address in the Selly Oak area of the city at about 04:00 on Monday and remains in custody. Three other people, two men and a woman, from the same property were arrested on suspicion of assisting an offender. Ch Supt Steve Graham said: "Our thoughts and sympathies are with Jacob's family and friends after receiving such shocking news, particularly for those who were sharing their

night out with him. "It's utterly shocking that a friend's reunion should end so brutally. "Equally the families of the other victims have been left devastated by the events of Sunday morning and we are working hard to discover what led to the apparently random attacks. **Nonetheless, it remains important to know what did really happen.**

Questions have been raised about how the suspect was able to move around the city for 90 minutes. Responding to this, Chief Constable Dave Thompson said: "Engaging in an ill-informed critique of this investigation, particularly at such an early stage, is both unhelpful and simply makes the job of the police harder." Mr Thompson described the knife attacks as "extraordinary", adding: "These are events quite unlike anything I have seen on our streets before."

BBC News - September 2020 (adapted)

**Document 2: Best way to pay tribute to Gandhi is to introspect whether we are following his values: Venkaiah**

Vice President Venkaiah Naidu Thursday said the best way to pay tribute to Mahatma Gandhi is to sincerely introspect whether we are following his values and principles.

Speaking at a function to unveil Gandhi's 'Grand Wall Mural' here, he said Gandhi belonged to the nation and not any political party. "Sometimes we find competition, Gandhi is ours, what do you have to do with him? Gandhiji belonged to the nation, not any political party. If you are a real follower of Mahatma Gandhi, then follow Gandhian ways. **Then one can appreciate that you are a real Gandhian," he said. [...]**

I would like to remind you of the advices Mahatma Gandhi had given. One was a political advice. I don't want to dwell on that. He said after attainment of freedom disband the Congress [Party]. "The Congress was a platform of all people coming together to fight for the independence of the country. So Gandhiji said you achieved freedom so disband it. They (Congress) disregarded, that is a different matter. I don't want to get into that and I am also not in politics now. So I don't want to get into that," he said. Naidu called upon the countrymen to adopt an indigenous lifestyle to keep diseases at bay. "Yoga is for your body, not for (Narendra) Modi. This has to be understood," he said. According to him, our education system has to be re-oriented with the practical life of Indian people and courses with focus on livelihood opportunities of the masses should also be included in the curriculum. "Thirdly, we must also have morals and ethics, traditions and culture and heritage and history of the India. This is a must," Naidu said. Observing that we lost our [...] [traditions] because of the colonial rule and colonial mindset, he said we must go back to our roots and make our children understand India.

The 150 sq. m clay mural is made of 'kulhads' by 150 village potters, who assembled to make it at Morbi in Gujarat the birthplace of Gandhi.

Press Trust of India - New Delhi Last Updated at January 31, 2019

	Meta data	General topic
Document 1		
Document 2		



## ANSWER:

	Meta data	General topic
Document 1	Article from the BBC, published in September 2020(recent events), title indicates the stabbing of someone from Birmingham	The article will deal with What happened in Birmingham recently.
Document 2	Article published in Press Trust of India, on January 2019, the title refers to the paying tribute to Ghandi	How to pay tribute to Ghandi according to Venkaiah?

### Let us focus on document 1

**Step 2:** Have a general look at the **first article** and **determine the number of paragraphs** including the introduction and the conclusion. Be careful, some articles get into the main topic without an introduction or do not end with a conclusion.

✖ **Answer:** 4 paragraphs (introduction /body (2paragraphs) / conclusion).

**Step 3:** Read the **introduction of the first article**. Can you determine the thesis statement? What led to the death of the young man and to the injury of the others?

**Now, underline the first sentence in each paragraph** (it is the topic sentence, it summarizes the idea of the paragraph) and underline also the last sentence (it is the concluding sentence, it may announce the coming idea). Here, you have to know that the writer may decide not to have a concluding sentence. **(for this step, it is better to work on the exam questions paper sur le sujet de l'examen), note on the margin the main idea of each paragraph)**

**In blue, it is the topic sentence / in green, it is the concluding sentence**

**Paragraph 2:** A 23-year-old man who was stabbed to death in Birmingham city centre has been named as Jacob Billington **(the paragraph will give more details about the incident)**.

**By the time the police get involved, the disaster had already occurred. (the next paragraph will indicate the police intervention procedure).**

**Paragraph 3:** Police were first called out just after 00:30 BST on Sunday at Constitution Hill, where a man sustained a superficial injury. **(the paragraph provides more details about the intervention of the police).**

**The population of Birmingham is in shock and it becomes urgent to find the author of these crimes.** (the next paragraph speaks about the results of the police investigations)

**Paragraph 4:** In fact, The suspect was arrested at an address in the Selly Oak area of the city at about 04:00 on Monday and remains in custody. **(the paragraph is about the first results of the investigations).**

**Nonetheless, it remains important to know what did really happen. (the conclusion will mention what should people know).**

**Paragraph 5 (Conclusion):** Questions have been raised about how the suspect was able to move around the city for 90 minutes. **(Indicate the necessity to resume the inquiry to understand what really happened and find answer to key questions).**

### Let us summarise!

👉 **Step 1** and the metadata allows us to know **the general topic of the article**.

👉 **Step 2** allows us to know **the number of paragraphs**.

👉 **Step 3** allows us to know **the main idea of each paragraph**

Imagine that the article is a house and the paragraphs are the rooms, thanks to the information you have collected without reading in details the article, you know what you will find in each room.

👉 **Step 4:** Read the following questions related to document 1 and put a cross for the corresponding paragraph, the objective is to identify where you will find the answer without reading all the article since you know what information you will find in each paragraph

**QUESTIONS:**

Here you may choose between finding the corresponding paragraph for each question and then answer all the question **or** find the corresponding paragraph for the first question and go the paragraph in question, read it and find the answer and so on up to the last question.

1. Was any suspect arrested?

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2. Was M. Billington the sole victim?

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3. What makes the police unable to complete the investigations?

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4. Where was M. Billington at the moment of the incident?

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5. When and where the other victims have been found by the police?

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	Question 1	Question 2	Question 3	Question 4	Question 5
Paragraph 1	...	...	...	...	...
Paragraph 2	...	...	...	...	...
Paragraph 3	...	...	...	...	...
Paragraph 4	...	...	...	...	...
Conclusion	...	...	...	...	...

**ANSWERS:**

1. The principal suspect and three others have been arrested in Selly Oak area of the city at about 04:00
2. No, he was not the only victim, seven others have been injured.
3. The police did not find how the suspect was able to carry out all these crimes within 90 minutes in different parts of the city.
4. He was attacked in Irving Street in the early hours of Sunday.
5. The other victims have been found in different parts of the city.

	Question 1	Question 2	Question 3	Question 4	Question 5
Paragraph 1					
Paragraph 2		✓		✓	
Paragraph 3					✓
Paragraph 4	✓				
Conclusion			✓		



	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Paragraph...	...	...	...	...	...	...
Paragraph...	...	...	...	...	...	...
Paragraph...	...	...	...	...	...	...
Paragraph...	...	...	...	...	...	...
Paragraph...	...	...	...	...	...	...

1. What does Morbi represent?

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2. Who is Venkaiah Naidu?

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3. What was the advice of Gandhi concerning the Congress Party?

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4. According to Vankaiah, how do we pay tribute to Gandhi?

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5. Say if the following statement is true or false? Justify with a quote?

**The education system must focus on the Indian way of living.**

True

False

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6. What is the reason that leads to the disappearance of the Indian traditions?

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## ANSWERS:

**Step 1:** (without reading the article and going into details)

Meta data	General topic
Article published in Press Trust of India, on January 2019, the title refers to the paying tribute to Gandhi	How to pay tribute to Gandhi according to Venkaiah?

**Step 2:** The number of the paragraphs: 4

**Step 3:** Thesis statement: (read the introduction) **What is the best way to pay tribute to Gandhi?**

**Step 4:** Topic sentences and concluding sentences:

**Paragraph 1 (introduction):** **What is the best way to pay tribute to Gandhi?**

**Paragraph 2:** Topic sentence/Speaking at a function to unveil Gandhi's 'Grand Wall Mural' here, he said Gandhi belonged to the nation and not any political party (the paragraph is about the importance of Gandhi for the nation).

**Paragraph 3:** Concluding sentence /. Then one can appreciate that you are a real Gandhian," he said. [...] (next paragraph will deal with the principles of Gandhi).

**Paragraph 4:** Topic sentence "I would like to remind you of the advices Mahatma Gandhi had given (the paragraph is about what had the Mahatma Gandhi told his people to do).

**No concluding sentence!**

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Paragraph 1		✓				
Paragraph 2				✓		
Paragraph 3			✓		✓	✓
Paragraph 4	✓					
Paragraph...						

1. Morbi is the birth place of Gandhi.
2. Venkaiah Naidu is the Vice President.
3. Gandhi advised his people to dismantle the Congress Party whence the independence obtained.
4. According to Vankaiah, we pay tribute to Gandhi by following his directions and advice.
5. True "our education system has to be re-oriented with the practical life of Indian people"
6. The reason that les to the disappearance of the Indian traditions is the colonial policy applied in India.

### The Legacy of the British Empire?

The British Empire has had a huge impact on the world in which we live. [...] In many former colonial areas, political issues remain to be solved that had their genesis during the British era. [...]. The legacy of the British has been varied and complex but in recent years much attention has been on making value judgements about whether the Empire was a good or bad thing. [...]. The British Empire was built on the use of and the continual threat of violence and there were appalling examples of the use of force. As well as the Slave Trade and Slavery, there was the Amritsar Massacre, the Jamaican Uprising, the Boer War concentration camps and the response to the Indian Rebellion. [...] On the other hand, a number of recent polls have indicated that more than four in ten Britons view the British Empire as a good thing and colonialism as something that we can feel proud of. [...] Anyone who was taught a version of Empire which focused on the glorious exploits of Clive, Gordon and Raffles and saw the Second World War as won by Britain fighting alone will have a different view to someone who was taught nothing of empire but the Slave Trade.

What is needed is a school curriculum which teaches the British Empire, with a 'warts and all' approach. No student should leave school at the age 18 without having studied the British Empire how it came to be, how it operated, why it existed and including the role of violence, the impact on indigenous people and the legacy to the world. [...] The British Empire was complex and the teaching of it needs to reflect these complexities. [...] Dr Andrea Major, associate professor in British colonial history, [said]... We need to ditch teaching about our perceived glorious past and face up to the darker side of our past, but not forgetting that the Empire had a huge impact on the world today and that it was not all bad – [mainly when we consider] [...] the Empire was an empire of Liberty.

The British believed their empire was a liberal empire. They saw it as a force for good, bringing development and civilisation, if even at times British forms of government and her preferred trading system had to be forced on indigenous populations. Free trade was seen as morally good, and a form of trade that was linked to the spread of free speech, ideas and free movement. [...] The influx of evangelical MPs from the 1790s also resulted in the abolition of the Slave Trade and Slavery in the Empire. Having abolished slavery, the House of Commons set up a committee to oversee the treatment of indigenous people in the Crown colonies.

[...] The policy of the British to ruling their territories was one that combined repression with compromise and the British constitution allowed for this. This policy of repression and compromise meant that violence played an important role in the running of the empire and it has left a legacy of bitterness, anger and resentment towards the British. [...]. The main motive for establishing a colony was to exploit the labour and raw materials of the lands the British occupied. If that could be done through a treaty then there would be no need for a colony but if there was resistance to trading with the British, then land had to be occupied and local people subjected to British rule. The encounters between the British and local people meant the end of local systems of law, the end of aspects of local culture that ran counter to British concepts of civilisation, and often [...] the British Developed a Superior Attitude to other Nations from the c18th

[...] As Britain industrialised, as trade and British cities grew, British travellers thought they were stepping back in time when they went to Germany and Italy which were seen as dirty, smelly and unhygienic. [...] No such hope could be expected of the Chinese and Africans who were regarded as barbaric [...] However with the gap between the developed world and the undeveloped territories of the Empire growing bigger and bigger in the c19th, such views were challenged. The economic and military dominance that Britain enjoyed in the c19th, led to feelings that the British were superior, not just to European nations but to the peoples who inhabited the colonies of the Empire. In the late Victorian era, attitudes towards native peoples changed and [...] the interpretation given to Darwin's books convinced many that native people were incapable of advancement. [...]

[the] positive contributions from our imperial past have been on– architecture, food, literature and the development of a more diversified population. [...] The Empire also created amongst the British population a fashion for adventure stories and writings about the Empire. Kipling, Conan Doyle, Buchan, Somerset Maughan, Henty, Orwell, John Masters and EM Foster all wrote about the empire, informing us about the Empire in fiction or non-fiction. They have become part of a legacy in literature which has produced some of

the finest works in the English language. One positive legacy that deserves mention is the work of the Commonwealth. This intergovernmental organisation consisting of 54 member states, (all but two former members of the British Empire), comes together to promote shared values such as the rule of law, individual liberty, free trade, human rights, democracy and world peace. [...].

In conclusion if one were to do a moral audit of the British Empire, it is more than likely that there would be a deficit. The British Empire existed to further the wealth and prosperity of Britain and this happened at the expense of those living in the colonies. The British worked with colonial elites to ensure peaceful government but what was done in the form of bridge building, provision of education, playing of sport, plantations of tea and coffee, and new irrigation systems rarely benefitted the indigenous people. The British used repression and the concessions of reforms to deal with unrest and dissatisfaction and the means to put down insurrection could be brutal. [...] The British Empire was not all good and not all bad, but what is now important is to encourage a greater understanding of the Empire and its legacy, especially its importance to British and world history. Without a better understanding of the British Empire, we cannot hope to understand the world in which we live.

*Peter Crowhurst - July 2019*  
*Article à découvrir sur le site [www.britishempire.uk](http://www.britishempire.uk)*

### Step 1:

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### Step 2:

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### Step 3:

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### Step 4:

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3. According to the writer, what should pupils learn about the empire in schools?

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4. How did the British regard the native people in the colonies in the 19<sup>th</sup> century?

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5. Who was Andrea Major?

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6. What were the reasons that led Britain to colonise other territories?

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7. In which way did the empire contribute in enriching the British literary heritage?

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8. What was the other alternative the British had when they could not sign a treaty with the native populations?

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9. What does Andrea Major mean by “We need to ditch teaching about our perceived glorious past and face up to the darker side of our past [...]”

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10. Why does the writer consider that the empire did more harm than good?

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## LE TEMPS DU BILAN

Chapter 1	Monuments to Remember or to forget?
Doc 1	The man who blew up Nelson
The main ideas	<ul style="list-style-type: none"> <li>• Monuments symbolizes the heroism of national figures</li> <li>• Nelson's Monument was not in the right place.</li> <li>• As a nationalist, Sutcliffe was against the presence of a British historical symbol in Dublin.</li> </ul>
Vocabulary	Blew up, demolition, blasting, destruction, pay tribute, nationalist, statue.
Doc 2	Cathedral-on-the-Blood-Vented: Ipatiev House Memory Alive
The main points	<ul style="list-style-type: none"> <li>• Historical building, symbol of horror.</li> <li>• Historical place was a theatre of a national symbolic massacre.</li> <li>• A new building to mark the triumph of the Tzar's family over their fatal destiny.</li> <li>• A Place of torment becomes a place of pilgrimage.</li> </ul>
Vocabulary	Ipatiev House, The Romanovs, historical injustice, in honour of, dedicated to, in memory of
Doc 3	Who was Edward Colston, why was his statue toppled?
The main ideas	<p>The toppling of a national hero's statue symbolizes the toppling of a dark page in the history of humanity.</p> <ul style="list-style-type: none"> <li>• The toppling is a recognition of the blacks' sufferings.</li> <li>• The statue of a former slave owner is a provocation to the descendants of slaves.</li> <li>• A debate should be launched on the national heroes and their role in history.</li> <li>• Black Lives Matter triggered an international awareness about the persistence of racism.</li> </ul>
Vocabulary	Celebration, statue, slavery, controversial figures, museums, British empire, outrageous, racism.
Doc 4	Holding My Life in My Own Hands
The main ideas	<ul style="list-style-type: none"> <li>• Photographs are a weapon against oblivion.</li> <li>• Photographs allow family transmission.</li> <li>• Photographs are a family heritage.</li> <li>• Photographs are an evidence of our earthly passage.</li> </ul>
Vocabulary	Posterity, heritage, memory, record, capture, recall, remember.



POUR ALLER PLUS LOIN

Further reading:

## All Change in the Victorian Age

By Bruce Robinson



[http://www.bbc.co.uk/history/british/victorians/speed\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/speed_01.shtml)

## Lecture Rapide – Le Blog

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**Technique scientifique de lecture rapide**

<https://lecturerapideblog.com/articles/technique-scientifique-de-lecture-rapide-386-en-20-minutes/>



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