

Les Cours du

CNED

Anglais
Terminale
Corrigés des exercices

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Model answers



Sequence 1

Task 1 The Pilgrim Fathers had **landed** on the East **coast**. Life was difficult at first but they were saved from starvation by local **native** Americans. In 1621, they had enough **food** from their crops to share a big **meal** with the Indians while **thanking** God for saving them. This is **celebrated** today throughout the USA as **Thanksgiving**, every fourth Thursday in November. Thanksgiving is very much a family **celebration** and typically American. It **reminds** today's Americans of their **origins**.

Task 2 In 1773 the American **colony** refused to pay taxes to the English king. From 1775 to 1783 the Americans fought the War of Independence against the **British**. In 1777, a French officer, Lafayette bought a **ship** (called L'Hermione) and set sail for America to fight the revolution against the British. He served as major general under George Washington leading **American** forces to several victories. On a return visit to France, in 1779, he persuaded the French to send **aid** to the Americans.

On the 4th of July 1776, the Declaration of Independence was signed by Benjamin Franklin and Thomas Jefferson declaring the American territories a Republic independent from the British Crown. **The 4th of July is now celebrated as Independence Day.**

- Task 3**
1. The Statue of Liberty is in New York City .
 2. It was inaugurated in 1786 .
 3. It was given as a present to America by France .
 4. The statue was made in Paris .
 5. The statue commemorates Independence Day .
 6. The statue represents Libertas who is: the ancient Rome's goddess of freedom .
 7. The statue's official name is Liberty Enlightening the world .
 8. America's liberation from Britain is symbolized by a broken chain at her feet .

Task 4 **2 Compréhension globale**

1. We hear two speakers. The first one plays the part of a guide, the second one plays the part of a young immigrant who went through Ellis Island.
2. The man is speaking in 2005
The woman is writing in 1907 .
3. The topic is: the anxiety of immigrants confronted to immigration officials

3 Compréhension détaillée

Part one:

1. The processing center opened in 1892.
2. It closed in 1954.
3. No. People with a second or first class ticket were examined on board ship.

Part two:

- The doctors were standing on top of the stairways up to the Great Hall.
- They put a chalk mark on the coats of people who needed a medical examination.
- 250 000 people were refused entry during the 62 years of the centre's existence.

Part three:

- You may choose from the following: *"Keep moving! Hurry up!"*
- You may choose from the following: *"Can you read and write? Do you have a job waiting for you? Who paid your passage? Have you ever been in prison? How much money do you have?"*

Chapter 2 Texte

Task 1 a) Look at the picture, the source and the title to anticipate the content:

- From their clothes we can deduce that these people are immigrants from Europe who want to enter America. They are at Ellis Island. They are waiting in line for their medical inspection. They seem anxious and bewildered*. A doctor is examining a man's eye with a hook. This seems a harsh* way of treating people.
- Looking at the title, the name of the author and the first words of the text we see that this text is an autobiography. We expect the author to relate his own journey to Ellis Island.

Task 3 1 Structure of the text

The following events are in their correct order:

- Farewell to Poland; 1. Crossing the Atlantic; 3. Ellis Island; 4. Life in New York; 2. Happy ever after.



Keep this order in mind when doing the oral commentary of the text.

2 An American story

- The word America appears thirteen times (showing its importance and the enthusiasm of the narrator)
- The names of the American landmarks mentioned in the text: New York Harbor; The Statue of Liberty; Ellis Island; Washington D.C.; the U.S. Capitol; the White House. The list shows the familiarity of Seymour with these important places.

3 Part one

a) Completing the grid

Full name	Country of origin	Year of birth	Religion	Special talent
Seymour Rechtzeit	Poland	1912	He is a Jew/ he is Jewish	He sings well

b) Ticking the correct answer

- The expression wonder child means: 1. enfant prodige .
- The family thought that the child would do well in America. Yes .
- Once in America he would earn money for his family. Yes .
- It was after World War I and conditions in Europe were hopeful. No .

4 Part two

a) Completing the grid

Port of departure	Name of ship	Year of departure	Name of the ocean to be crossed	Length of the trip	Part of the ship for 3 rd class passengers
Danzig (now known as Gdansk)	The Lapland	1920	The Atlantic Ocean	Two weeks	The steerage

b) Finding the English for the following words and expressions:

amusant: *fun*

une couchette: *a bunk*

bondé; plein de monde: *crowded*

le pont: *the deck*

avoir de la place: *have room*

une sérieuse tempête: *a bad storm*

frissonner: *shiver*

un mauvais rhume: *a bad cold*

dans mon beau costume blanc: *in my good white suit*

c) Using the context to deduce the meaning of:

cheer: acclamer (il s'agit d'un verbe; il est évident qu'il s'agit d'une action exprimant la joie à la vue de la Statue de la Liberté); *awesome*: impressionnant (il s'agit d'un adjectif devant le nom *sight* et l'on se souvient de l'attente des passagers devant ce monument connu dans le monde entier et représentatif du pays où ils espèrent entrer.)

5 Part three

a) Right or wrong

1. Seymour was allowed to leave with his father, although he was sick. No .
He said I could not go with my father.
2. He stayed on Ellis Island until his cold went away. Yes .
I stayed on Ellis Island for a few days until I was better.
3. Yiddish is the traditional language of the Jewish people.

b) **Meaning of:** gate: *passerelle* (il s'agit d'un nom, on peut déduire qu'il s'agit d'un passage jusqu'aux bateaux); step off: *quitter* (il s'agit d'un verbe, on traduit surtout l'idée de sortir représenter par *off*)

6 Part four

a) The 11 words in this passage related to the vocabulary of entertainment are: singing; concerts; a child star; vaudeville, entertainment; actors; stories; popular; to entertain; voice; perform.

b) Right or wrong

1. At first, Seymour's family was not allowed to come to the United States in 1924. Yes .
My family could not get permission to come.
2. The President of the United States allowed his family to come. Yes .
He said he'd help get my mother, brothers and sisters to America.

7 Part five

Seymour's job	Wife's name	Wife's occupation	Wife's history	Number of married years	Country of residence
An entertainer	Miriam Kressyn	A singer	An immigrant	43	The United States

Task 4

► Attention



Les réponses sont plus longues que les vôtres pour vous aider à faire votre commentaire à l'oral.

- a) This is a real-life story. It is the autobiography of a well-known artist: Seymour Rechtzeit. We know so many details of his circumstances to make the story more realistic. It is a true life story, the story of one man who went through so much hardship to become American. His story is like the story of many ancestors of today's Americans.
- b) Three details indicating the difficulties and the hardship of the journey are: the bad conditions for third class passengers on board the ship, the place was uncomfortable and crowded, then the bad storms which could mean danger for the ship.
- c) On Ellis Island suspense happens: Seymour has a cold and doesn't know if he will be allowed into America or sent back home. The reader sympathises with him because he is only a boy. The fact that he has to stay on Ellis Island adds suspense to the story. Together with the other sick boys they wonder if they would get better and be allowed into America.
- d) Again it was his special talent: singing, which saved his family. He sang for the President of the United States who then helped him to bring his family over to America.
- e) Seymour never criticizes the American authorities. For example he explains that people had to pass a medical examination. This seems normal, it is a normal procedure. Then his father had to answer questions. Everybody does this, so this is not a special treatment for the Jews. Everybody is treated the same. The only time he shows his pain is when the authorities are strict and let no one, even a child, who is sick enter the country. These again are normal regulations. Again, in 1924, if his family cannot come it is because of new regulations. Seymour excuses everything the authorities do because regulations are normal.
- f) The adjectives which best describe Seymour's personality:
- | | | | | | |
|--------------|-------------------------------------|------------|-------------------------------------|------------|-------------------------------------|
| brave | <input checked="" type="checkbox"/> | cheerful | <input checked="" type="checkbox"/> | sociable | <input checked="" type="checkbox"/> |
| outgoing | <input checked="" type="checkbox"/> | gentle | <input checked="" type="checkbox"/> | spirited | <input checked="" type="checkbox"/> |
| enthusiastic | <input checked="" type="checkbox"/> | courageous | <input checked="" type="checkbox"/> | attractive | <input checked="" type="checkbox"/> |
| determined | <input checked="" type="checkbox"/> | | | | |
- g) I relate to this story because it is the story of a real person. We see the feelings of a child who went through Ellis Island and tells us what he sees and thinks. We know his wonder, his fear, his pain, his courage. He made history. This story helped me to understand better what it is like to be an immigrant.
I think the American people particularly enjoy this story because it is a real story. It may look like the story of their ancestors. It makes them proud of their origins.

Chapter 3 Pronunciation and vocabulary

Task 1 Syllabes accentuées:

Seymour, Poland, family, Jewish, singing, temple, time, concerts, decided, America, opportunities, Europe

Task 3 Pratique de vocabulaire

Continent	Pays	Nationalité nom	Adjectif	Langue	Most people are...
Europe	Poland	the Poles	Polish	Polish	Catholics
Europe	Germany	the Germans	German	German	Protestants
Europe	England	the English	English	English	Anglicans
Europe	Ireland	the Irish	Irish	English	Catholics
Europe	Italy	the Italians	Italian	Italian	Catholics
America	The United States	the Americans	American	American English	Protestants
Asia	China	the Chinese	Chinese	Chinese	Atheists
Asia	India	the Indians	Indian	Hindi	Hinduists
America	Mexico	the Mexicans	Mexican	Spanish	Catholics
Asia	Pakistan	the Pakistani	Pakistani	Urdu	Muslims

Chapter 4 Grammar revision

Task 1 2 Les verbes dans le texte (A Boy's Journey)

Present	Preterit	Prétérit en be+-ing	Present perfect	Pluperfect	Passive form	Modal
is	was	was singing	I have always been	had just ended	was called	would
	began	was feeling		had made	were sent back	may

3 Les temps dans le texte

Le prétérit est le temps le plus fréquent car c'est le temps du récit dans le passé, ce qui est bien le contenu de l'histoire de Seymour.

Task 2 1 Traduisez en anglais :

- I saw Clara last night.
- I had a long conversation with her.
- We spoke mainly of Matt.
- He left Paris last month.
- Clara absolutely wanted to offer me that book.

2 La formation du prétérit

a) Deux prétérits à la forme négative dans le texte : *it wasn't / I didn't know.*

b) Complete the grid

Verbe	Prétérit	Prétérit négatif	Prétérit interrogatif	Prétérit interro-négatif
Be	It was	It wasn't	Was it?	Wasn't it?
have	She had	She hadn't	Did she have?/Had she?	Didn't she have?
sail	We sailed	We didn't sail	Did we sail?	Didn't we sail?
know	They knew	They didn't know	Did they know?	Didn't they know?
stand	You stood	You didn't stand	Did you stand?	Didn't you stand?

5 Le preterit en be + -ing

a) Verbes au prétérit simple ou au prétérit en BE +-ING.

1. My great grandmother *sailed* to America in 1938. She *was escaping* the persecutions against the political opponents in Germany. She left alone.
2. She *met* her future husband during the journey. He *was* from Italy.
3. When he first *saw* her, he *knew* he was seeing the love of his life.
4. He *worked* on the ship as a cook during that journey. Later, they *opened* a restaurant in New York.

b) Traduction en anglais.

1. When she saw this Italian young man for the first time, she didn't know she was meeting her future husband.
2. She was sitting on the deck when he walked past her. He was wearing a large white apron. She didn't notice him among the crowd of passengers.
3. When they landed at Ellis Island, she helped him answer an official's questions. He wasn't speaking English well yet.
4. One morning, as she was then living at her aunt's place in New York, she came down to get some bread. He was there, he was selling bread in the new baker's shop.

c) Traductions soit au passé composé soit au passé simple soit à l'imparfait.

1. George Washington devint le premier président de l'Union en 1789.
2. Il mourut en 1799.
3. Il servit bien son pays toute sa vie.
4. En 1999, je vivais à New York. J'ai trouvé que c'était un endroit animé.
5. J'étais en train de regarder de vieilles photos quand tu es entré. Je n'ai pas entendu la porte (s'ouvrir).

Task 3

4 a) Traduction en français.

1. On m'appelait enfant prodige.
2. On disait que j'avais une voix merveilleuse.
3. La première fois que j'ai chanté à New York on m'a fait une ovation.
4. Les immigrants étaient envoyés dans une salle d'attente.
5. Nous étions inspectés pour des maladies oculaires par des médecins.
6. Les gens étaient observés par le personnel médical alors qu'ils montaient le grand escalier.

4 b) Traduction en anglais.

1. The U.S. were said to be a country of opportunities.
2. Wait! Your papers are being examined.
3. He was sent back to the country where he had taken the boat.
4. Polish Jews were being persecuted by the army and the police.
5. Europe was thought to stay an area of conflicts.
6. They were not allowed entry into the U.S.

Chapter 6 Civilisation

Task 1 a) Put the countries of origin mentioned into the classification below.

Europe	Asia	Africa	America	Oceania
Germany	Soviet Union		Mexico	
Italy	Philippines		Canada	
United Kingdom				
Ireland				
Soviet Union				
Austria				
Hungary				

b) Put the countries mentioned into the classification below.

Europe	Asia	Africa	America	Oceania
	Philippines		Mexico	
	Vietnam		Dominican Republic	
	China		El Salvador	
	India		Jamaica	
	Korea		Cuba	

c) Answers to the questions

- From 1820 to 1996 the largest number of immigrants came from Europe.
- From 1981 to 1996 the largest number of immigrants came from Asia and America.
- For political reasons people fled the Soviet Union, Bosnia, Somalia, Iraq, Iran, Sudan, Rwanda, Afghanistan.
For religious persecutions people fled Ethiopia, Sudan, the Soviet Union, Bosnia, Vietnam, Laos, Iran, Cuba.
For economic reasons, choose any country.

Chapter 7 Méthodologie: expression écrite

Task 2 *Dear Stephen*

I'm finally getting around to writing. Everything's been so crazy here and I'm only just starting to settle in.

I hope everything's well with you. I miss you so much. How is everyone back home? What have you been up to recently? I got a long letter from Mum and Dad yesterday and they told me about all the changes going on. Have you seen them?

The children are proving to be quite a handful. There's Jamie, who's 9. He's rather quiet and a real angel and then there's Katie who's 6 and full of energy. I feel like I spend all my time running after her making sure she keeps out of mischief. But overall they're both really sweet. I really like Sydney. We live right on the beach, as I told you and I'm always so relieved when I get off

work at 6 to go out and explore. Next week the children start school so I'll have more time to myself during the day.

I hope to hear from you soon in a longer letter-all I've had is those little emails you sent.

Take care, thinking of you

Caroline



Sequence 2

Chapter 1 Civilisation and culture

Task 1 2 Answers to the questions

- "The pursuit of happiness" is an important element in the American Declaration of Independence.
- Yes, the state is separated from religion: "Congress shall make no laws respecting an establishment of religion".
- Today, some American people believe they have a right to own firearms because it is written in the Bill of Rights: "the right of the people to keep and bear Arms, shall not be infringed".

Task 2 2

a) English equivalents:

croyance: *belief*; l'achat: *purchase*; destiné: *fated*; frontière: *border*; s'étendre: *expand*; arriver en masse: *to flood*

- b) The sentence which may explain why some Americans believe their society is an example for the rest of the world is: "It was by divine providence that the destiny of the new country was to be a model of civilisation and democracy for the rest of the world to follow", this being an explanation of the Manifest Destiny.

Task 3 2 Answer to the question

American people wanted to go west because there was land to be grabbed. It was the dream of many immigrants to own land. When you are poor, land is something you dream of. Many also wanted to leave the East which had become industrialised and full of diseases. Many also wanted adventure and had a love for frontier life.

Task 4 1 Completing the texts

Buffalo

Buffalo once roamed from Canada to Mexico, *grazing* the great plains and the mountain *areas*. Their number was so great that early *explorers* described them as "number-numberless" and the country was "one black robe" and the "plains were black and appeared as if in motion". Their number was *estimated* at 60 million. Buffalo were life for the Native Americans providing them with *food*, shelter, *clothing* and spiritual inspiration.

By 1893, a *zoologist* estimated their number at around 300.

Today they are *bred* for wildlife parks and for meat. Their number is estimated at 150,000.

Indians

They have been called *Red Skins* or Indians. When the Europeans came there were probably 10 million Indians north of present-day Mexico. At first they were *friendly* but as the Whites became more and more numerous they were pushed *westward*. European diseases, alcohol, the *massacres* of the buffalo, which was their food supply, the *invasion* of their land, their extermination through constant fights with soldiers and settlers, soon saw their complete defeat.

Although the Indians fought back and *defeated* the American troops, (Little Big Horn in 1876), after the defeat of 1890 at Wounded Knee where 300 children, woman and men were *butchered*, they accepted their fate realizing their near extermination. They ended in Indian *reservations* created by the Federal Government.

Task 6 ① General comprehension

This is a series of questions and answers about the Oregon Trail which was used by white settlers in the 1840s to 1870s. They left the East to reach Oregon and claim land. The text relates the difficult journey. Meanwhile the Indians died or ended in reservations.

② Detailed comprehension

Part 1

- a) It was a natural way of rivers and landmarks which later became a well-worn path.
- b) It was 2000 mile long.
- c) It was used by British and American trappers, missionaries, settlers, local Indians and military men.
- d) It took settlers five months to reach the end.

Part 2

e) Ticking the correct statements:

- 1. The frontier was a fixed line guarded by soldiers.
- 2. The frontier was just an imaginary line.
- 3. The frontier meant a hazy area between civilisation and barbarity.
- 4. The frontier kept receding to the east.
- 5. In 1840, the last frontier was Oregon.

f) Completing the text:

Oregon had a reputation not only for having good *farmland* and vast *forests of huge trees*, but also of being free of *diseases*. This made the Oregon Country even more attractive since *epidemics* were common in the east, which had become industrialized and crowded. And little was known about the causes of *diseases and infection*.

Part 3

g) The Indians' reaction

- 1. Most of the Indians of the Oregon Country welcomed the white settlers.
- 2. Tribes which traded with whites became rich and powerful compared with their neighbours.
- 3. Indians often guided settlers.
- 4. Indians refused to sell tribal lands.
- 5. The traders and settlers also brought new diseases to the Indians.
- 6. The Nez Percé were decimated by disease and alcoholism.
- 7. They continued to trade with the settlers.
- 8. The Nez Percé were sent on a reservation.
- 9. Gold had been discovered on their land.

Part 4

h) What was the trip like?

- 1. The five adjectives describing the trip are: exhausting, boring, dangerous, frightening and exciting.
- 2. Disease was the biggest danger on the way.
- 3. What the travellers feared most was an attack by the Indians.
- 4. The Oregon Trail was no longer used after 1870 because the railroad had been completed.
- 5. It is believed that some 200,000 people have used the Trail.

Chapter 2 Text 1

Task 1 We may expect to find the relation of the meeting between Dunbar and the Indians. We may wonder if they will receive him in peace or will kill him. We are likely to read about feelings of wonder and misunderstanding between the two parties.

Task 4 **1 Structure of the text**

1. A threatening arrival
2. Commotion in the village
3. Both sides waiting
4. A warrior's initiative
5. Dunbar's feeling of solitude

2 A summary

A white soldier arrives in an Indian village carrying a wounded Indian woman who is taken away from him while he leaves alone unable to make friends with the Indians.

3 The characters

The white soldier is Lieutenant John Dunbar. The Indian warrior is called Wind In His Hair and we may imagine him as a proud man with long and shining hair who loves running and riding in the wind. The woman's name is Stand With A Fist, judging by her name she must be able to defend herself and may like a fight.

4 Part one

People or animals	Their noises	Their movements
The woman	screamed... crying, "White soldier, white soldier" at the top of her lungs.	let go of the water, scooped up her children, broke for the village
Indian dogs	went off like firecrackers	
Women	shrieked for their children	
The horses	neighing wildly	stampeded around the lodges

b) The sentence which best sums up the happenings of this part is: "*It was full-scale pandemonium.*" (line 4)

c) The sentence which expresses what the Indians feared is: "*The entire band thought it was under attack.*" (line 5)

5 Part two

a) Dunbar made four strategic movements in this passage: first he stopped his horse at the entrance of the village and dismounted. Then he took the woman into his arms, advanced a little in front of his horse and finally didn't move "holding the wounded girl like a strange traveller bearing a strange gift." (line 19)

b) The Indians made four defensive movements. 1.They picked up their weapons. 3.They ran for their horses. 4.They mounted their horses. 2.They formed a group to attack Dunbar.

c) Founding the English

hurlement : *whooping*

branle-bas : *upheaval*

nid: *nest*

bâton: *stick*

s'agglutiner: *swarm*
peser sur lui: *weigh on him*
effacer tout le reste: *blot out all the rest*
le sol nu: *the bare ground*
une étendue déserte: *a clearing*
le rideau de poussière: *the curtain of dust*
Il tira sur les rênes: *he squeezed the reins*

d) Right or wrong

1. Dunbar was expecting such a welcome. No
"He had not expected to create such a stir," (line 11)
2. Dunbar had hoped the Indians would feel he was like them. Yes
"... Lieutenant Dunbar knew what it felt to be an invader." (line 13)
3. Dunbar wanted the Indians to regard him as a friend and he took the decision to reassure them.
Yes
"It was a feeling he didn't like, and it had to do with the action he took next." (line 14)
4. He closed his eyes because he saw death coming towards him. No
"the curtain of dust that had been raised by the clamor and into the eyes of the people inside"
(line 16)

6 Part three

a) Synonyms in this passage for the following words or expressions:

in steps = *in stages*
strangely silent = *oddly quiet*
awesome = *fearful*
come slowly closer = *creep toward*
worrying silence = *eerie quiet*
dressed in = *clothed in*
keep back one's breathing = *breathlessly*

b) The three verbal expressions showing that Dunbar, who had closed his eyes, could only hear the Indians.

"listened hard, perceived with his ears, could hear..."

c) clank, rustling, snort

7 Part four

a) Words or expressions in this passage showing that the atmosphere was tense.

"set, it seemed, on doling out a punishment... The assembly felt silent... It was too late to stop whatever was going to happen; Everyone stood still and watched."

b) The pronoun "he" refers to Wind In His Hair.

c) Words and expressions indicating that Wind In His hair treated the wounded woman brutally.
"torn from his arms... ripped from his grasp... hauling... roughly... like a dog would a pup."

d) Right or wrong.

1. Wind In His Hair seemed fearless. Yes
"if the warrior had any fear at all it was well masked... (line 30)
2. Dunbar was scared and spoke in a shaken voice. No
"... the lieutenant said in a clear strong voice." (line 34)
3. The Comanches knew that the woman had been hurt. No
"... prompted a collective exclamation of surprise from the Comanches." (line 42)

8 Part five from line 45 to the end

- a) Sentences showing that Dunbar felt a complete stranger among the Indians. "These were not his people. He would never know them."
- b) The sentence which shows he had failed to communicate with his fellowmen: "He wanted to be small, small enough to crawl into the smallest, darkest hole."

Task 5 1 The point of view of a narration

In this passage the point of view is that of Lieutenant John Dunbar. The whole scene is described as if it was he who held the camera. His arrival and its effect on the Indians is entirely described from his side of the village. Later the advance of the Indians towards him is also from his side. Finally, their concern with the wounded woman and his exclusion from their gathering is seen from his eyes.

2 The atmosphere and the suspense

- a) An atmosphere of panic and disorder takes place when Dunbar arrives. Dogs bark, women flee with their children while men gather, ready to defend themselves against an attack.
- b) The reader fears for Dunbar's safety when the men are gathered, ready to gallop in his direction. The reader wonders if they will attack Dunbar and very likely kill him
- c) The suspense lessens when Dunbar dismounts and presents the woman. All his actions are slow and calculated as any move may trigger a violent reaction from the part of the Indians.
- d) The inevitable may happen again: "It was too late to stop whatever was going to happen." As the Indian warrior is approaching Dunbar we think he is simply going to kill him. They are alone and no one can intervene. The atmosphere is tense and there is silence around them as all the Indians are waiting.
- e) Wind In His Hair did not kill Dunbar because he saw that he was carrying the wounded woman and he understood he had come to bring her back.

3 The characters and their feelings

- a) Dunbar was surprised at the effect his arrival was causing. He had come to bring back a wounded woman to her people and he had thought he would be made welcome, instead of that the Indians, prepared to defend themselves, were getting ready to kill him. "*He had not expected to create such a stir,*" (line 11)
- b) People who invade a country normally do so by imposing themselves by force. Dunbar is a man of peace and doesn't want to impose his law or come into the village by force. He doesn't like this feeling and he is determined to act peacefully, to reassure the Indians. This is why he dismounts and shows the woman.
- c) "*The curtain of dust*", although real, may also be a symbol of the separateness between the two races. Each race has its own life, its own view, and each is blind to the other.
- d) Wind In His Hair took the woman roughly from Dunbar's arms maybe because he was angry with her for being the excuse for an encounter with a white man. In some way she was sullied by the white man's touch. He may also have wanted to kill the white man but now he had to spare him.
- e) Dunbar felt like crawling "*into the smallest, darkest hole*" because he is excluded from the rest of mankind. He is a complete stranger among the Indians who now don't even acknowledge his existence as they gather around Wind In His Hair. He is so excluded that he feels he is no longer human.
- f) The adjectives which best describe Dunbar's personality:

brave	<input checked="" type="checkbox"/>	peace-loving	<input checked="" type="checkbox"/>	sociable	<input checked="" type="checkbox"/>
human	<input checked="" type="checkbox"/>	courageous	<input checked="" type="checkbox"/>	naïve	<input checked="" type="checkbox"/>
solitary	<input checked="" type="checkbox"/>	adventurous	<input checked="" type="checkbox"/>	determined	<input checked="" type="checkbox"/>
				skilful	<input checked="" type="checkbox"/>

g) I do relate to this story. It touches onto the solitude of man. We need our fellowmen as Dunbar needed the Indians. I think the film in particular was successful because it touched on many things we miss. For example, it made us nostalgic about a past when Indians lived as free men among the buffalo. The relationship between Dunbar and the wolf made us nostalgic about a past when men and wild animals related to one another. The friendship and understanding between Dunbar and the Indians reconciled us with a violent past where the white man and the Indians could have been friends and some, like Dunbar and these Comanches were.

Chapter 3 Pronunciation and vocabulary

Task 1 2 Lecture expressive d'un passage du texte

a) les mots accentués

The men who had **reached** their **horses** were **swarming** into a **force** that would momentarily race out to **meet** him, perhaps to **kill** him. He had **not expected** to create such a **stir**, nor had he **expected** these people to be so **primitive**. But there was **something else** that **weighed** on him as he **moved close** to the village, something that **blotted out all else**. For the **first time** in his **life** Lieutenant **Dunbar knew** what it **felt** to be an **invader**. It was a feeling he **didn't like**, and it had to do with the **action** he took **next**. The **last** thing he **wanted** was to be regarded as an **intruder**, and when he **reached** the bare **ground** of a **clearing** at the **mouth** of the **village**, when he was **close** enough to see through the **curtain** of **dust** that had been **raised** by the **clamor** and into the **eyes** of the **people** inside, he **squeezed** the **reins** once more and came to a **stop**.

b) les syllabes accentuées

momentarily, expected, primitive, village, invader, regarded, intruder.

c) les groupes de souffle

The men who had reached their horses// were swarming into a force// that would momentarily race out to meet him, //perhaps to kill him.// He had not expected to create such a stir, //nor had he expected these people to be so primitive.// But there was something else that weighed on him as he moved close to the village, //something that blotted out all else. //For the first in his life Lieutenant Dunbar knew what it felt to be an invader. //It was a feeling he didn't like, //and it had to do with the action he took next. //The last thing he wanted was to be regarded as an intruder,// and when he reached the bare ground of a clearing at the mouth of the village, //when he was close enough to see through the curtain of dust// that had been raised by the clamor //and into the eyes of the people inside,// he squeezed the reins once more and came to a stop.

Chapter 4 Enjoy your grammar

Task 1 a) Tableau complété

Prétérit	Prétérit en be +ing	Plus-que-parfait	Plus-que parfait à la voix passive	Modaux
drew	were going for	had got		could see
reminded	were swarming	had reached		would race out
was		had not expected	had been poked	
		had he expected		

c) Formation du *past perfect*

Past perfect	à la forme négative	à la forme interrogative	à la forme interro-négative
He had expected	He *had not expected	*Had he expected?	*Hadn't he expected?
They had reached	They had not reached	Had they reached?	Hadn't they reached?
The band had gathered	The band hadn't gathered	Had the band gathered?	Had not the band gathered?

Had étant un auxiliaire, il sert aussi à former les phrases interrogatives et négatives.

f) Les verbes au temps approprié.

1. He hoped they wouldn't believe that he **had hurt** the woman.
2. Once they *saw* the girl, they understood why he **had come**.
3. It wasn't the first time they **had been attacked** by soldiers.
4. The woman **had been bleeding** for a while when he found her.
5. After many attempts, he **had given up** hope of reviving her.

g) Les verbes du texte suivant au prétérit, simple ou en be + -ing, ou au pluperfect, simple ou en be + -ing, à la voix active ou passive.

1. All throughout his months of solitude, Dunbar **had often thought** that it **was time** to make the acquaintance of the tribe.
2. Previously, when he **had lived** in the barracks, Dunbar **had heard** tales of soldiers describing the cruelty and bravery of the Indians but now he **was walking** on without fear.
3. So far, Dunbar **had always lived** by his own law and nobody **had guessed** how much he **was longing for** human contacts.
4. When Dunbar **arrived** in the Indian village carrying a wounded woman, he thought that he would be welcome. He **didn't believe** they were savages.
5. This time he **had thought** hard before starting and he **had dared** to approach the village because he **was carrying** a wounded girl.

Task 2 ① Les auxiliaires modaux:

... the awful idea that she **might have died** flashed through his head.

He **might as well have been** a thousand miles away.

He **must have thought** they **would run out** and **throw** their arms around him...

② Exercices

a) Phrases complétées en utilisant un modal.

1. You never know, he **might/could have succeeded** and become accepted by the tribe.
2. It's a pity they didn't welcome him, he **could/might have brought** them a lot.
3. She said she would be back soon, she **might have had** an accident.
4. Impossible! He **couldn't have become** one of them, he was too different.
5. They **may have misunderstood** his intentions.

b) Phrases réécrites en utilisant un modal.

1. The warrior may have thought that he had killed her.
2. He must have brought her back to the village thinking it was his duty.
3. He might have paid a lot for his solitude.
4. They couldn't have done that intentionally.

c) Traductions :

1. Il avait dû penser qu'on le prendrait pour un sauveur.
2. Il aurait pu y avoir un vrai massacre.
3. Dunbar avait probablement beaucoup hésité avant de prendre une décision.
4. Au village, il aurait pu être tué.
5. Dunbar et *Wind In His Hair* auraient pu échanger des gestes de salutation.

d) Traduisez en anglais en utilisant des modaux :

1. He may/might/could have succeeded but he was taking high risks.
2. John may/might/could have been too naïve.
3. He must have thought that they would be surprised by his coming.
4. He might/could just as well have been an ET.
5. He could/might have won their trust but it was too soon.

Chapter 5 Méthodologie : expression écrite

Task ② Un exemple de rédaction

We, the warriors, **were** busy with the horses when we **heard** screams of fear coming from one of the women at the entrance of the village. **Immediately after** we saw Little White Cloud running towards us with her two children under her arms. The dogs were barking wildly and some of the horses, frightened, threatened to escape and were weighing madly. We heard some of the women shouting that a white man had come to attack us.

We know the white man, he is our enemy. We know about his massacres of buffalo and of our people. We know that he hates the land of our ancestors and covers the Plains with the stench of blood.

Consequently, we got ready to attack. **However**, that white man did not move. He **must have been** very brave to stand still in front of us. **Soon**, when the dust settled, we could see that he carried an Indian woman in his arms.

Wind In His Hair went to him. He **must have wanted** to kill the man. **Yet**, he stopped and took the woman from the soldier's grasp. It was Stand With A Fist who had been wounded and that white soldier had taken her back to us. When we turned round to talk to the white man, he had gone. Some youngsters wanted to chase after him but we told them to keep still.

Chapter 8 Text 2

Task ① From these details we might expect a story set during a curing ceremony. We might be shown the details of a ceremony quite new for us. We will follow Jim Chee in his detective work and can expect to witness his skill.

Task 2 1 General comprehension

a) Filling the grid

The Indian people: Officer Jim Chee, the Navajo dancers, Captain Largo The white people: Henry Highhawk, the federals
Officer Jim Chee is the main character. He is an officer in the Navajo Tribal Police. I can quote line 11 "he would have to take leave from the Navajo Tribal Police."
It is an external narrator but the point of view is that of Jim Chee as he is present all through each scene and the narrator shows the events from Jim's vision and thoughts.
Now (from line 1 to line 9): Jim is in the medicine <i>hogan</i> and watches the personifiers preparing themselves for a Night Chant ceremonial. In the future (from line 10 to line 11): Jim would like to learn how to perform this ceremonial and is prepared to take leave from his present job to do so. In the past (from line 14 to the end): Jim recalls his interview with his chief in Largo's office. Largo has explained to him the situation.
Jim has to find Highhawk and bring him to Largo's office at the Navajo Tribal Police station.

b) The local colour

1. The *yei* are a) the spirits
2. *Yeibichai* means b) Talking God
3. An *hataalii* is a) a wise man who transmits traditions
4. *Belagaana* means b) white people

c) The writer is using Indian words to give a more realistic effect to his story. He assumes that the reader is knowledgeable enough to know it. It makes the reader more familiar with the Indian world. It creates an illusion of familiarity with a world very alien to us.

2 Detailed comprehension

a) The first two paragraphs:

1. The detective has chosen a good strategic point, he is facing the doorway and he can also see and hear the personifiers. From his vantage point he sees everybody.
2. A Night Chant Ceremonial is a long ceremonial lasting for nine days. The men who perform it have to paint their hands, their faces and their bodies, then they sing and dance. They represent the spirits who will cure someone.
3. There are many details given to us for two reasons. Firstly they are seen from Jim's point of view, since he is a policeman he is meticulous in his descriptions. Secondly, the writer uses this subterfuge to make the reader discover the Native Americans' traditions.
4. We see Jim returning to the present with the passage: "Now his job was watching for the Flaky Man from Washington."

b) Down to line 22.

1. The pronoun "they" refers to white people who decide to behave like Indians. They dress like them and pretend to live according to Indian values.
2. The reader learns the situation at the same time as Jim Chee. For example he reads the folder that Largo hands over to him to learn the reason for the prosecution. He asks Largo for a precision and wants to know if Highhawk was a pot hunter.
3. Highhawk is accused of desecration of white people's graves, which is unusual, normally Indian graves are desecrated because they contain pots or other things for collectors.
4. Largo finds the situation ironical because the man is a criminal now that he has decided to become Indian. He implies that the criminals in this region are naturally Indians. Jim finds the situation even more ironical because Navajos do not touch graves as they have a religious aversion to this act. Jim is the most astute of the two because he knows that you cannot be both a grave robber and a Navajo as Highhawk pretends to be.

c) From line 23 to line 30.

1. Chee has a poor opinion of the FBI. This shows that he is not afraid of authority and has his own opinions.
2. What is strange in this particular case is that white graves have been desecrated.

d) The last three lines

1. Jim's interjection "Oh!" implies that the case is really strange. Highhawk is accused of digging up corpses of white people and more so of important white people.
2. In this last part we learn that detective work is to wait until you catch your criminal. It requires patience.
3. The adjectives that best describe Jim Chee's personality.

understanding	<input checked="" type="checkbox"/>	spiritual	<input checked="" type="checkbox"/>
patient	<input checked="" type="checkbox"/>	astute	<input checked="" type="checkbox"/>
cunning	<input checked="" type="checkbox"/>	hopeful	<input checked="" type="checkbox"/>
curious	<input checked="" type="checkbox"/>	knowledgeable	<input checked="" type="checkbox"/>

e) Yes, reading detective stories set in the Navajo Territory makes us more understanding of the Native Americans.

Firstly, detective stories are popular because there are full of suspense and make the reader glued to the story. Then we get attached to the characters. Especially in detective novels where the same character returns in each novel. We get to know the personality of the detective. Normally the local colour is important to make the story more realistic. If it is set in Navajo territory we get to know the way of life of the Native Americans. This is even more so in Tony Hillerman's novels as the detectives are Indians. So we see the Native Americans from the inside.

Task 4 2 La traduction de as

- a) La femme hurle tout en laissant tomber l'eau qu'elle portait.
- b) Il ne voulait surtout pas qu'on le considère comme un envahisseur.
- c) Tandis qu'il baissait les yeux, elle lui fut arrachée des bras.
- d) Il était aussi grand que Jim.
- e) Il lui faudrait beaucoup de temps pour l'apprendre, tout comme il lui faudrait du temps pour trouver un *hataalii* qui accepterait de l'admettre comme apprenti.

3 Pratique de la traduction

Derrière lui, dans la hutte de guérison, Officier Jim Chee entendait le chant des Premiers Danseurs alors qu'ils mettaient leur peinture de cérémonie. Chee était **captivé**. Il avait choisi un endroit d'où il voyait **par** la porte du *hogan* et il regardait les **exécutants** se préparer. C'étaient huit hommes d'âge mûr qui venaient du **Chapitre** Naschitti dans le nouveau Mexique. D'abord, ils s'étaient peints **les** mains, puis le visage **de haut en bas, en partant** du front, et ensuite le corps, se préparant ainsi à représenter le Peuple Sacré de la mythologie navajo, les *yei*, les puissants esprits.

Derrière lui: *From* n'a pas été traduit, "de derrière lui" eût été trop lourd, le français est moins détaillé.

captivé: "Chee était intéressé" ne convient pas. Dans ce contexte, "intéressé" est plus faible que *interested*.

Par: *through* signifie "à travers", "par" est suffisant

Personifiers ne se trouve pas dans un dictionnaire, il signifie ceux qui vont jouer le rôle ou même devenir un esprit, "exécutant" convient.

Chapitre; normalement on ne traduit pas les noms propres mais on peut le faire si un équivalent existe

"Les mains" et non pas "ses mains"

De haut en bas en partant du front: on étoffe



Sequence 3

Chapter 1 Civilisation and culture

Task 1

a) The correct answers.

1. Slaves were bought and sold. Yes No
2. Slavery has always been a common practice throughout history. Yes No
3. The French were slave traders. Yes No
4. The Indians were as strong as the Africans. Yes No
5. Only the Blacks worked in cotton fields. Yes No
6. African songs and dances were encouraged to keep the slaves happy. Yes No
7. Colonial laws were set to protect the black slaves from their masters. Yes No
8. As a consequence of the colonial laws, the poor whites began to see the Blacks as different from them. Yes No

b) Description of the still from the film *Amistad*

This is a still taken from the film *Amistad* by Steven Spielberg. It represents an African who has been captured by slave traders. His face is partly hidden by his arm and hand. The rope tied to his wrist is particularly visible in the foreground, the light bringing out its white colour. His strong shoulders are also visible. His face is shining with sweat and his brow wrinkled with worries. He seems to be observing something or someone attentively. The look in his eyes expresses both curiosity and pain. He seems to wonder what will come next. This picture raises our compassion and indignation. It is very effective.

Task 2

2 Definitions

- a) The Underground Railroad wasn't a railroad but a secret route through fields and woods for escaped slaves to reach the Northern States of the U.S. They could follow secret signs, which would take them to friendly houses of white people who would shelter them.
- b) A free state is a Northern state or one of the new states of the West where slavery was illegal.
- c) An abolitionist was a person who supported the abolition of slavery. At first abolitionists were found mainly among the Quakers.

Task 3

By the time Abraham Lincoln was **elected** president in 1861, the Civil War had already started. The reason was that the Southern states had decided to **secede** (*faire sécession*) from the Union. The Southern States wanted to continue **slavery** while the Northern States wanted to abolish it in the whole country.

The general in command of the South was General **Lee**.

The generals in command in the North were Sheridan and **Grant**.

The Confederates represented the **Southern** forces.

The **Union** represented the northern forces.

The flag on the left above **represents** the Union.

The confederate flag represents the **Southern** states, which supported the secession.

Lincoln **issued** the Emancipation Proclamation in 1863, during the war.

After the abolition of slavery some **Blacks** joined the army of the Union.

The Civil War was extremely **bloody**, ending with 620,000 dead.

The war ended in 1865 with the **surrender** of General Lee.

That same year, President Lincoln was **assassinated**.

Task 4 2 Modèle de réponse pour la présentation orale

This is a poster of the film *Gone with the Wind* by David O. Selznick. The picture is both romantic and erotic, the main feature being a drawing of Clark Gable holding Vivian Leigh in his strong arms and leaning over her with concern and desire. His shirt is open while she is wearing a red dress with a very low neckline revealing her throat. Her breast is revealed under the dress. The lace border adds to the sensuality expressed in this poster. The violent attraction of the two lovers stands out on scenery of violence? War, destruction and fire are seen in the foreground with the stereotyped scenes of soldiers on horseback, a wagon with a couple fleeing a burning town, while the white dress of a woman in a crinoline recalls the white lace of Scarlet and Clark Cable's shirt. The wordings on top of the poster are also white to stand out; the title of the film is particularly wide. It stands out and attracts our attention to the familiar title. The other caption is quite bold in its wording as it calls the film "The most magnificent picture ever!" It is to be noticed that only Clark Cable's name is mentioned, in black to recall his hair. The document is very effective, the spectator can expect a love story in a historical setting where heroes save damsels.

Chapter 2 Text 1

Task 1 2 Since Martin Luther King was directing the SCLC and was addressing his supporters we **may** expect a speech in defence of the civil rights of black people. The title of his speech "I have a dream" **will** recall the notion of the American dream of the immigrants, the speech **will** talk about equality and brotherhood. It reminds the Americans that they are one nation and all of its people must have the same rights.

Task 2

Keywords associated with discrimination against the black people in the U.S.	Keywords suggesting optimism for the future of the black people in the U.S.
Difficulties, slaves, injustice and oppression, judged by the color of their skin, despair	A dream, equal, brotherhood, freedom, justice, hope, together, join hands, sing

Task 3 1 General Comprehension

a) Summary

In this speech Martin Luther King dreams that one day black people would be **equal** to white people in America and enjoy **freedom** and **justice** as all Americans do.

b) Structure of the text.

Part one up to line 22: in his dream of America, Martin Luther King denounces the conditions of the black people in the U.S. in the past and at the time of his speech.

From line 23 to the end: in this second part he has optimism for their future.

2 Detailed Comprehension

First part – the past and the present conditions of blacks

a) Tick the correct answers

1. The title alludes (*fait allusion*) to the American dream.
It is a dream deeply rooted in the American dream (line 4).
2. Line 7 is an extract from the American Declaration of Independence.

- b) *"The sons of former slaves and the sons of former slave owners"*. The adjective *former* indicates it is a past event.
- c) In Mississippi, Blacks were particularly submitted to racism and violence. The speech denounces the pain of *"injustice and oppression"*.
- d) *"With its vicious racists, with its governor having his lips dripping with the words of interposition and nullification"*.

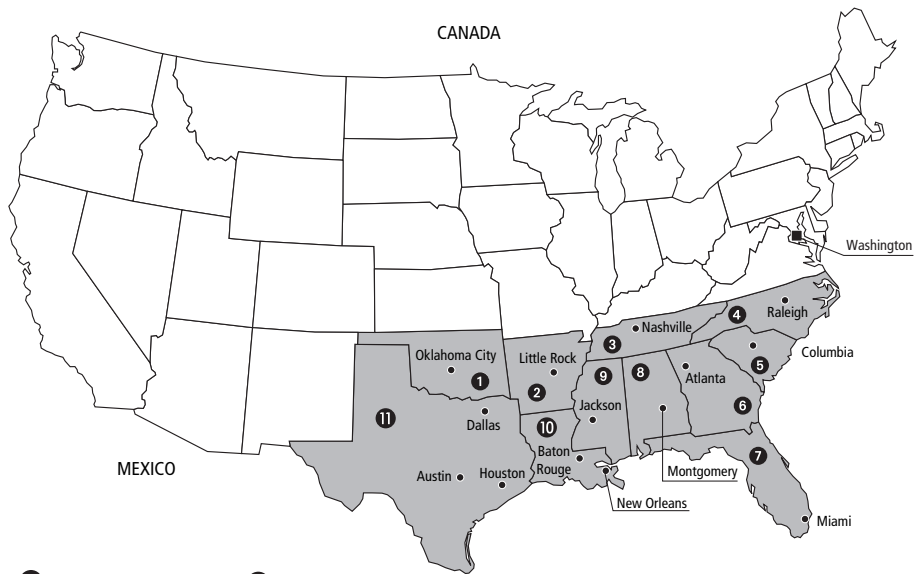
Part 2 – the future

- a) *"Freedom"* is the key word in this part.
- b) The key word from lines 24 to 28 showing that King's optimism is based on his religious beliefs is *"faith"*.
- c) King takes his images from the Bible because he is a pastor used to religious references. He also uses images of nature as Blacks who listen to him have traditionally a country background. Nature is also frequent in the Bible, it is the creation of God and somehow noble.
- d) The names of the religions alluded to are Judaism, Protestantism and Catholicism as they represent the main religions in the US at the time of the speech, black people being predominantly protestants.
- e) 1. King wants to convey his religious conviction to all American people. Yes
"all of God's children".
2. He becomes a kind of new prophet preaching from the top of a mountain. Yes
He lists high mountains of the US and says *"from every mountain side let freedom ring"*
3. He wants to be heard by the whole human race. Yes
For him, a church minister, *"all of God's children"* means all of mankind.
- f) He quotes an old Negro spiritual known to his audience. It moves them and makes them proud.

Task 3 a) Completing the table.

Use of repetitions of sentences	Use of synonyms	Use of parallel constructions	Oppositions and antonyms	Images from the Bible or from nature	Metaphors (2 examples)
I have a dream With this faith Let freedom ring	Prodigious, mighty, heightening,	The sons of former slaves and the sons of former slave owners. Not be judged by the color of their skin but by the content of their character. Little black boys and black girls, little white boys and white girls. To work together, to pray together, ... From every village... every city	Slaves, slave owners, Injustice and oppression, freedom and justice. The jangling discords and a beautiful symphony.	The table of brotherhood. All of God's children will be able to sing All of God's children ... will be able to join hands and sing. Mountain, every hill and molehill, mountainside	Mississippi is compared to a desert state sweltering with the heat of oppression and injustice, it will become an oasis of freedom and justice. We will be able to hew out of the mountain of despair a stone of hope.

- b) Martin Luther King's style is effective because he is able to move his audience into action. He stirs their emotions by well-known effects of rhetoric. Not only does he speak from his heart but he speaks with skill. He has learnt rhetoric, that is the technique of making speeches in his works as a pastor and he uses rhetorical devices, as we saw previously, such as symbolism and imagery.



- | | |
|------------------|---------------|
| ① OKLAHOMA | ⑦ FLORIDA |
| ② ARKANSAS | ⑧ ALABAMA |
| ③ TENNESSEE | ⑨ MISSISSIPPI |
| ④ NORTH CAROLINA | ⑩ LOUISIANA |
| ⑤ SOUTH CAROLINA | ⑪ TEXAS |
| ⑥ GEORGIA | |

Chapter 3 Pronunciation and vocabulary

Task 2

Terminaisons en -dom	Terminaisons en -hood
martyrdom = le martyre	Motherhood = la maternité
Kingdom = le royaume	Fatherhood = la paternité
Boredom = l'ennui	Womanhood = féminité
Stardom = la célébrité	Boyhood = enfance
Wisdom = la sagesse	Neighbourhood = voisinage
	Childhood = enfance

Chapter 4 Enjoy your grammar

Task 1

b) WILL est un **modal**.

WILL ne peut pas être suivi de **to** car un modal est un auxiliaire.

Un **modal** sert à exprimer le point de vue du locuteur.

Le locuteur se demande si une chose a des chances de se produire.

WILL exprime la forte probabilité : une chose a de fortes chances de se produire.

WILL + V s'emploie pour exprimer une prédiction résultant d'une réflexion. Il y a alors un marqueur de **temps** ou de lieu.

Le marqueur de temps dans le premier exemple est : **one day**.

WILL s'abrège en 'll

Won't est la forme **négative** de WILL.

"Will be transformed" est à la forme **passive**.

WILL peut être remplacé par SHALL aux **premières** personnes du singulier et du pluriel mais cet usage est devenu rare.

On ne peut utiliser qu'un seul modal par forme verbale.

Par conséquent, le modal CAN qui exprime la capacité ou l'incapacité d'un sujet à faire quelque chose ne peut pas se mettre au futur car il y aurait alors deux **modaux** à se suivre.

On emploie WILL BE ABLE TO quand il s'agit d'une prédiction de la **capacité** ou de l'incapacité.

Task 2

1. One day, black children and white children will join hands.
2. In the future, we will be able to work together, to fight together.
3. Tomorrow, this country will be transformed into a land of freedom and justice.
4. You will then be able to be proud of yourselves.
5. Today you have to endure racism and hatred but soon you will be free.
6. Soon the whole world will rise up against this injustice and you will be freed from your chains.
7. Today you are not allowed to go to the white schools but tomorrow you will be able to enter university.

Task 4

1. Don't look!
2. Forget the past, look towards the future!
3. Sit down, quieten down and tell me what happened!
4. Don't be their slaves any longer!
5. Let them see you no longer as inferior beings! / Don't let them see you as inferior beings any longer.

6. Let's keep faith in the future!
7. Let's not allow them to dominate us!

Task 5 We face the difficulties of today and tomorrow. 6
 It is a dream deeply rooted in the American dream. 4
 All men are created equal. 5
 A state sweltering with the heat of injustice and oppression. 7
 Little black boys and little black girls will be able to join hands with little white boys and little white girls as sisters and brothers. 5
 This is the faith I will go down to the South with. 2
 And if America is to be a great nation, this must become true. 3
 Let freedom ring from the Rockies of Colorado. 1

Task 6 Traduction des phrases.

1. Films about the conditions of black slaves outrage me.
2. Harriet Stowe's novel had an enormous importance on the American opinion.
3. Slavery is an abomination.
4. Do you like historical films?
5. The American Constitution didn't admit slavery.
6. The hope he gave to the Blacks was deciding.
7. America was a country where the unification of the states was long.

Chapter 6 Text 2

Task 1

1. The picture entitled The Color of Water is a photograph. The colours are soft and create a peaceful atmosphere. For me water has colours. It takes the colours of its environment, like the soils it flows on or the reflection of the trees above it.
2. Judging by the beginning of the text I expect that the extract will deal with the relationship between a mother and a child. The narrator will probably relate a childhood memory

Task 3 ① General Comprehension

- a) This is a first-person narrative passage including several dialogues
- b) In the text the narrator is concerned with the nature of God.
- c) Structure of the text
 Richie's argument 3
 The mother's beliefs 1
 Richie's particularities 2
- d) Summary of the text

This text relates a childhood incident in the life of the narrator. He is a coloured boy and he wonders what is the skin colour of God. For his mother God is the colour of water. At Sunday school his brother argues with the clergyman. For his brother God should be grey.

2 Detailed Comprehension

a) First part, up to line 16

1. The author's mother
2. The mother says she cries with joy. Yes
"I'm crying because I'm happy."
3. The boy guesses that she has a deep unhappiness. Yes
"...happy people didn't seem to cry like she did"; Mommy's tears seemed to come from somewhere else... even as a boy I felt there was pain behind them?"
4. The mother is black. No
"...she wanted to be black like everyone else in church,"
5. According to the mother, God is black. No
"It doesn't have a color."
6. The translations:
mauvais: *wrong*; un profond soupir: *a deep sigh*; un esprit: *a spirit*
7. The words or expressions in full:
I'm = I am; 'cause = because; God's not black = God is not black; Mommy's tears = pas de changement, il s'agit d'un génitif; A spirit's a spirit = A spirit is a spirit; Water doesn't have a color = Water does not have a color (il s'agirait d'une forme emphatique, la forme normale est doesn't à l'écrit comme à l'oral)

b) Part two from line 17 to line 23

1. Richie pretended he was green
As a boy he believed he was neither black nor white but green ...
2. Dr. Bruce Banner can transform himself into the Incredible Hulk.
"I am Dr. Bruce Banner," he'd say ... he'd become the Hulk...
3. The colloquial expression
I could agree with that = I could buy that.

c) Part three from line 24 to the end

1. According to Rev. Owens God is white. No
Rev. Owens said, "Jesus is all colors."
2. In the Bible, Jesus is white. Yes
"Then why is he white? This looks like a white man to me."
3. Richie wants Jesus to be a mixture of black and white. Yes
...they should make him gray. Jesus should be gray.
4. Rewriting into correct English:
"Don't he look white to you?" = "Doesn't he look white to you?" Naw = No; like he was crazy = as if he were crazy; He ain't white = He isn't white.

Task 4 1 The point of view of a narration

The point of view expressed in this passage is that of the youngest boy. He talks about his mother "Mummy's tears", he has a brother "my older brother Richie".

2 The setting

This story takes place in a black community in the US. They are Christians and regularly go to church. They have a strong belief in God "God makes me happy" the mother says. The children go to Sunday school. They have reverence for their pastor and the narrator is uneasy when his brother argues with Rev. Owens. The children have TV heroes like Hulk and their food is that of a working class America: "bologna and cheese" sandwiches.

3 The characters and their feelings

a) The boy loves his mother as he is able to sense her feelings. He feels her pain and in his innocence

he thinks she suffers because she is white while they are all black. This is ironical as to be black is usually considered a handicap by the establishment.

- b) The two brothers are close. The youngest obviously believes all what his older brother tells him. He believes or half-believes that his elder brother is Hulk and would gobble his sandwich. He knows how to fight for himself by eating his sandwich fast.
- c) This black community has got its own conventions. It doesn't do to question the pastor; neither is it well considered to be different. This is why the narrator feels embarrassed when his brother argues in front of the whole class.
- d) The boys had obviously an obsession with colour. They probably weren't as black as the other children so they wanted to know where everyone else stood concerning colour. This is why they wonder what is the colour of God.

Chapter 8 Expression écrite : écrire un dialogue

Task 1 2 Ponctuer pour donner du sens.

"Have a seat, James," Mr Light said.

I sat down and waited for him to say something.

"Why don't you want to go to college?" he asked. "You used to be so determined to become a teacher," he said.

"Yes, Sir, I know," I replied.

"I saw your dad yesterday," he insisted and I could see I was in for a long lecture.

3 Voici un exemple possible d'une suite du texte.

One day I tried to have it out with him.

"Why don't you go to Sunday school anymore, Richie?" I asked as he was helping me with my tie.

"Because Rev. Owen's stupid," he answered. "God is gray, not white, not black, gray, as when you mix the two colors in a drawing, see."

"But no one is gray. Look at you and me, Dad is black and Mum is white but we aren't gray, are we?" I asked with obstinacy.

"That's because it's blood mixing. Black blood and white blood make us light black." He replied with the air of someone who had thought deeply about the subject.

"How come? Blood is red, so if you mix red and red you get more red. We haven't got brown blood, have we?" I argued.

By that time I had started to have my own thoughts and beliefs about life and Richie was no longer the reference by which I judged all things.

He laughed and said that blood color and skin color had nothing to do with one another. He stopped short and left the house.

I was worried about my brother. At school he still had the best marks in the class but I didn't like the crowd he mixed with now. They were boys older than him and he stayed out late at night with them. That made my father angry and my mother worried. I saw her cry often now but it was at home, no longer in church and I found that more normal.

(number of words about 260)

Chapter 9 Pratique de la traduction

- ### Task 1
- Niveau formel : Je n'ai su que répondre.
 - Niveau familier : Ça m'a coupé le souffle.
 - Niveau populaire : J'suis resté baba.

Task ②

Un dimanche matin, au catéchisme, Richie leva la main et demanda au Révérend Owens :

- Est-ce que Jésus est blanc ?

Le Révérend Owens répondit que non.

- Alors, comment **qu'ça** se fait qu'ils l'ont fait blanc, là, sur cette image, dit Richie en brandissant la bible de notre catéchisme.

Le Révérend Owens dit :

- Jésus est de toutes les couleurs.

- Alors, pourquoi est-il blanc ? Pour moi ça, **ça r'ssemble** à un blanc. Richie leva l'image bien haut pour que toute la classe puisse la voir. Il a pas l'air blanc pour vous ? Personne ne broncha.

Le Révérend Owens était coincé. Il restait planté là, s'essuyait le visage avec son mouchoir et sortait le même bruit qu'il faisait pendant ses sermons.

- **Eh Biennnnn, euhhh...Biennnnn, euhh.**

J'étais gêné. Les autres mômes fixaient Richie comme s'il était fou.

- Richie, **laisse tomber**, marmonnai-je.

- **Nonnn.** S'ils mettent Jésus là dans l'image, et s'il est pas noir, ils devraient Le faire gris. Jésus devrait être gris.

Richie cessa d'aller au catéchisme après ça, bien qu'il n'arrêtât jamais de croire en Dieu. Maman essaya encore et encore de l'y faire retourner, mais il refusa.

Remarquez les éléments du style familier.



Sequence 4

Chapter 1 Civilisation and culture

Task 1 2 Answers to the questions.

a) s'étendre = *stretch*; terminé = *over*; chercher = *pursue*; sanglant = *bloody*; principalement = *mainly*; ainsi = *thus*.

b) Answer to the question: Have you wondered why there are so many 'Avenue du Président Wilson' in France?

President Wilson was in favour of American intervention in the European conflict of the First World War. The French named many of their streets after him as a way of honouring him and the American soldiers who died in that war.

Task 2 2 Answers to the quiz

1. The name of the President on the right of the Rushmore monument is Franklin Roosevelt .
2. The U.S.A. decided to intervene in World War II after a Japanese attack on their fleet in Pearl Harbor in 1941 .
3. The supreme commander of the Allies in Europe was General Eisenhower .
4. D Day took place on June 6 1944 .
5. The Japanese surrendered after an atomic bomb was dropped on both Hiroshima and Nagasaki .
6. The conference of 1945, which divided the world into two camps: the democracies and the communist regimes was held in Yalta .
7. If you visit the military cemeteries of the North of France you will see many graves of American soldiers .
8. The day of remembrance of the dead soldiers in the U.S.A. and in Great Britain is called Poppy Day . (*a poppy = un coquelicot, que les gens portent à la boutonnière*)

Task 3 The Cold War era and the Vietnam war

Completed passage

After 1945, the Americans **waged** a campaign against communism, which they considered to be the major **threat** to the world. Economically they tried to include as many countries as possible in the sphere of the **free market**; politically they **promoted** democracy; militarily they promised security to countries within their sphere of influence.

During this **era**, called the Cold War, the threat of **nuclear war** became very real. In 1962, when American spy planes detected Soviet missiles in Cuba the US thought it was a real threat to their security. A miracle of diplomacy prevented a nuclear war between the two super **powers**: the Soviet Union and the U.S. That war might have meant world destruction.

The USA became **involved** in many campaigns to defend the free world against communism. For example, in 1954, Vietnam, the ex-French colony of Indochina, was divided into two parts. North Vietnam was under a communist regime while the Americans supported **South Vietnam**. American troops became more and more involved to help South Vietnam and by 1968 there were 500,000 American soldiers in Vietnam. Protests against the war were strong as news of **atrocities** started to come as well as the number of dead rising. The Americans **lost** the Vietnam War in 1973. Two million Vietnamese had died and 60,000 American soldiers had been killed while some would bear **wounds** and trauma for the rest of their lives.

Task 4 a) What they said.

Quotes with the name of the American presidents who delivered them.

Here in America we are descended in spirit from revolutionaries and rebels – men and women who dare to dissent from accepted doctrine. **Dwight D. Eisenhower, 1953**

Either you are with us or you are with the terrorists. **George W. Bush, 2004**

Ask not what your country can do for you. Ask what you can do for your country. **John F. Kennedy, 1960**

Let every nation know, whether it wish us well or ill, that we shall pay any price, meet any hardship, support any friend, oppose any foe in order to assure the survival and the success of liberty. **John F. Kennedy, 1961**

America, to endure, must change... Change to preserve America's ideals – life, liberty, the pursuit of happiness. Though we march to the music of our time, our mission is timeless. **Bill Clinton, 1993**

We must build a new world – one in which the eternal dignity of man is respected. **Harry Truman, 1945**

Government is like a baby. An alimentary canal with a big appetite at one end and no sense of responsibility at the other. **Ronald Reagan, 1986**

There will be no going back to the era before September 11th, 2001, to false comfort in a dangerous world. **George W. Bush, 2001**

I think the best social program is a job. **Ronald Reagan, 1986**

b) What they did

Linking the name of the president with the corresponding event of his time.

George Herbert Bush 1989-1993	The Gulf War in Kuwait and Iraq
Harry Truman	The Korean War 1953-1961
George W. Bush	Interventions in Afghanistan and Iraq
Lyndon Johnson 1963-1969	The Vietnam War 1969-1974
Richard Nixon	End of the Vietnam war

Task 5 1 September 11, 2001

The world was so shaken by the attack on the Twin Towers because it was a terrorist attack. By definition any attack on civilians is cowardly and revolting. Many innocent people lost their lives. Moreover it was the first time there had been such an attack on American soil and we knew that it could happen anywhere.

2 Today, the lonely superpower

With the fall of the Berlin Wall in 1989 and the break up of the Soviet Union, the U.S. became the **sole** remaining global power, and the Cold War was over. **Nevertheless**, the U.S. and its global partners still face many dangers. The U.S. tries to stem the threat of hostile third-world countries with nuclear and / or chemical weapon arsenals. **After** the terrorist attacks on the World trade Center on Sept. 11, 2001, The U.S. launched a continuing war with its allies to fight the terrorist threat in **today's world**.

For some, the U.S.' actions have earned it a reputation as a global bully, **for example** during the Gulf War (1991). **Still**, many countries expect and even demand that the U.S. give them aid in trouble

spots **around** the world. Indeed, Americans in general still see it as their mission to promote peace and democracy in the world, **yet** some are also concerned that the U.S. expends too much of its power abroad and too little **at home**. The U.S. continues to work to define its boundary of its new role **between** the two extremes: that of the key global ally and the sole superpower who keeps the option open, **if necessary**, to act alone in its own interests.

Adapted from the Fact File by Dr Rolf Theis in The New Top Lie, p103 (Klett Number 510450)

Task 6

a) Letters dating from the First World War

1. They are writing to their wives and families.
2. The first soldier worries because they were subjected to gas attacks and they don't always have protective masks.
3. The irony is that as soon as the war has stopped the German soldiers offer tobacco and wine to the Americans as if they too were happy to see the end of it.

b) Letters dating from the Second World War

1. Captain Paul E Spangler was allowed entry into Pearl Harbor hospital because he was a surgeon.
2. He gave morphine to those who were so badly wounded that they were going to die and he 'patched up' the others.
2. When Corporal Rupert Trimmingham writes his letter he is in the US, in Arizona. He is sending it to Yank magazine.
4. He is complaining because as a black man he is not allowed in any of the lunchrooms while the German prisoners are allowed in, get fed and have a good time.

c) Letters dating from the Vietnam war

1. Private Timothy Robinson dreams of Easter time back home when the girls were pretty on their way to church. He dreams of his future, his marriage and the children he will have.
2. Lance Corporal Stephen Daniel feels nobody cares about the soldiers dying. True. *"No one will ever hear or care about it except his parents and us"*.
3. Stephen Daniel thinks that Vietnam is a great country. False. *"a damn country not worth fighting"*

d) Letters dating from the Gulf war and from Iraq.

1. Dan Welch didn't realise that he was in a war because it was like a game. **True**. *"I guess I've played it so much for the last ten years that it just didn't seem much different than the training"*.
2. He realised that the casualties are mainly Americans. **False**. *"it was almost entirely theirs"*
3. The last letter was written by an American woman whose son is in Iraq.
4. She did a painting of Iraqi women lying on the ground with their babies under them. All dead. An American flag waves over them covered in blood.

Chapter 2 Texte

Task 3

1 General comprehension

a) The characters and the setting

1. The two characters present in the passage are Hatsue, a Japanese girl, and Ishmael, a white American boy. Hatsue's mother is mentioned, she is Japanese, as well as Mrs. Shigemura.
2. The two young people must be about twenty as they are soon to graduate. *"We're going to graduate in three months"* (line 27). The young man is going to the army: *"you're going to be drafted in June."* (line 31)

3. The story takes place in the United States during the Second World War. The setting is in the countryside where there are woods and sea. I can quote line 6 " *He was the boy of this place, of these woods, these beaches...*" The two young people cannot walk together even in Seattle: " *Not after Pearl Harbor.*" (line 30). At that time Japanese were being arrested: " *They're arresting people like me there, too, just like here.*" (line 29)

b) **The title:** " *The simplest kind of love*" is the expression Hatsue uses to describe the love she feels for Ishmael. It is a love which grew out of their childhood closeness.

c) Summary

This is a story of two young American people in love with each other during the Second World War. Unfortunately their love is forbidden as the girl is Japanese and Japanese people were considered as enemies and arrested. The extract also questions the nature of love as here the two characters share a love which grew from childhood.

② Detailed Comprehension

a) The narrative technique:

1. Line 1 to line 12 is an interior monologue, the narrator being Hatsue
2. Line 13 to line 35 is a dialogue between the two main characters
3. Line 36 to the end is a narrative by an external narrator and again a dialogue.

b) **She = Hatsue** ; they = *Hatsue and Ishmael* ; it = *their growing up together* ; they = *the police* ; there = *Seattle*

c) The past

1. The past events are first related from Hatsue's point of view. She and Ishmael grew up together. She fell in love with " *this boy she had always known*". They met inside a cedar tree. From their dialogue the reader learns one of their childhood memories: they used to go on the sea in a glass 'box'.
2. Elle n'avait dupé personne, elle ne s'était pas dupée elle-même. = *She had not fooled anybody, she had not fooled herself as it turned out.*
Si vivre dans un endroit était ce qui comptait vraiment ... = *If living in a place was what really mattered ...*
Déformer = *twist*

d) The present

1. Now they are in love and meet secretly inside a cedar tree. They cannot go out openly together.

e) The cedar tree

The cedar tree is their shelter. They sit on the moss and the wood is glossy as if it were a nest to protect them. It represents their own country. Outside, in the country where they live, they are considered enemies who should distrust one another. The tree is a symbol of protection, in a way it is like a house built for a child to play in. It is also like a trap as it is the only place where their love is possible.

f) Definition of love

Hatsue wonders if a childhood love is real love or is it 'love's illusion'? Yet she loves this boy instinctively, not through reason. " *The simplest kind of love, the purest form, untainted by Mind*". She brings an interesting element to her definition of love: for her, Ishmael is " *the boy of this place ... the boy who smelt like this forest*". He is associated with her for the love of the country she grew up in.

g) A definition of identity

Hatsue may have been brought up partly in a Japanese tradition as she mentions Mrs Shigemura's preaching but she feels part of the place where she grew up. For her, " *identity was geography instead of blood*" (line 7) Therefore Ishmael, who represents an extension of this place, is as much part of her as her Japanese blood.

h) Description of the characters

1. Hatsue is introspective: " *she had not fooled herself as it turned out*" (line 2)
2. She is pessimistic about the future: " *I'm trying to be realistic about this*" (line 41)

3. Ishmael is optimistic: "It'll be different in Seattle..." (line 28); "we just have to be patient" (line 35); "I'll always love you, I don't care what else happens..." (line 39)

i) A boy's view of love

Ishmael is reassuring towards Hatsue. He claims that they have always known each other. "We have never been strangers the way most people are when they meet and start going out." (line 23). For him love goes without saying. He loves Hatsue and he is steady, he wants to build his future with her in Seattle and will wait patiently until this is possible. He says he will always love her. For him love doesn't seem complicated.

j) The reader may feel sympathy for the young couple the more so as their love seems pure and idyllic like their surroundings. The fact that their community is hostile to their love appeals even more to our emotions. Love between two people belonging to hostile communities seems to place love above all other feelings. Hatsue and Ishmael may recall the story of Romeo and Juliet. We would all like to believe that love could triumph but this may not be very realistic in such circumstances.

Chapter 3 Pronunciation and vocabulary

Task 1 1 Différences entre vocabulaires américain et britannique

1h – 2e – 3g – 4v – 5a – 6f – 7b – 8d – 9x – 10w – 11k – 12q – 13j – 14l – 15t – 16n – 17p – 18r – 19s – 20o – 21m – 22z1 – 23i – 24c – 25u – 26y – 27z.

Chapter 4

Task 1 b) 1. *He was the boy of this place, of these woods, these beaches, the boy who smelled like this forest.* (pronom relatif *who*, antécédent *boy*)

2. It was, she knew, the simplest kind of love, the purest form, untainted by Mind, **which twisted everything...** (pronom relatif *which*, antécédent *mind*)

d) Pronom relatif sujet, complément ou au génitif.

1. *The boy who smelled like this forest was her childhood love.* Pronom relatif sujet.
Le garçon qui avait la même odeur que la forêt était son amour d'enfance.

2. *The cedar which had sheltered them had been cut down.* Pronom relatif sujet
Le cèdre qui les avait abrités avait été abattu.

3. *The man \emptyset /whom /that/ you see over there had been my sweetheart.* Pronom relatif complément.
L'homme que tu vois là-bas avait été mon amoureux.

4. *The boats \emptyset they owned had been destroyed by the storm.* Pronom relatif complément.
Les bateaux qu'ils possédaient avaient été détruits par la tempête.

5. *It's the most moving story that I've ever heard.* Pronom relatif complément.
C'est l'histoire la plus émouvante que j'ai jamais entendue.

6. *Her uncle, whose daughter lives in the USA, was killed in the war.* Pronom relatif au génitif.
Son oncle, dont la fille habite aux États-Unis, a été tué pendant la guerre.

7. *This is the village whose inhabitants were mainly of Japanese descent.* Pronom relatif au génitif.
C'est le village dont les habitants sont principalement de descendance japonaise.

2 Exercices

a) Les phrases complétées puis traduites.

1. Isn't he the boy who was walking with that Japanese girl?
N'est-ce pas lui ce garçon qui marchait avec cette Japonaise ?

2. It's not the only college that refuses American Japanese.
Ce n'est pas la seule université qui refuse des Américains d'origine japonaise.
3. I received her letters without which I would never have survived.
Je recevais ses lettres sans lesquelles je n'aurais jamais survécu.
4. The girl with whom he used to play is now suspected of treason.
La fille avec laquelle il jouait est à présent accusée de trahison.

b) Phrases en utilisant des pronoms relatifs à partir des propositions :

1. They are good citizens whose only concern is their country.
2. He declared [that] he was a man of peace, which was true.
3. Hatsue is now a mother whose husband is a Japanese fisherman.
4. Every afternoon, Hatsue met Ishmael in the woods [that] she loved.
5. That girl, whom I am talking about, was my childhood sweetheart. *(la subordonnée relative ajoute une information non nécessaire à la cohérence de la phrase, d'où les virgules)*

c) Phrases complétées

1. The film that we saw yesterday is about a murder that takes place on an island.
2. The only solution I could think of was to wait till the end of the war.
3. Ishmael, with whom I play football, left for Seattle.
4. She is the prettiest girl I have met in my whole life.
5. Her father is the Japanese fisherman who owns the corner shop.
6. Their boats, which they like so much, will be destroyed by the storm.

d) Traduction

The film [that] we watched last night was moving and instructive. I think that the reviewer who wrote the article is quite right. Most people to whom I spoke about it agreed with me: it's the best film we have seen this year.

Task 2 1 Le present perfect

a) Les formes pleines

"We knew each other. We have always known each other. We have never been strangers the way most people are when they meet and start going out."

Traduction

Nous nous connaissions. Nous nous sommes toujours connus. Nous n'avons jamais été des étrangers comme le sont les gens quand ils se rencontrent et commencent à sortir ensemble.

b) Le tableau et les phrases complétées

Verbes au présent	Verbes au prétérit	Verbes au present perfect	Adverbes utilisés avec le present perfect
are	knew	have known	always
meet		have been	never
start			

3 Exercices

a) Traduction

1. I have already seen that film
2. She has not met him yet.
3. Have you finished your exercise yet? (have you already finished your exercise?)
4. We have been walking for hours in the snow.
5. He has never had any problem until now / so far / up to now.

6. Have you seen her recently?
7. They haven't been arrested yet
8. That's it! He's been drinking again!

b) Traductions en choisissant d'utiliser le présent ou le present perfect.

1. He has been repairing boats for twenty years / since 1924 during all that time.
2. She hasn't stopped missing her native country.
3. He has been repairing that boat for hours, since Sunday.
4. How long has he been repairing that thing?
5. We have been living in this country for twenty years.

c) Traduisez en choisissant d'utiliser le prétérit ou le present perfect.

1. I have met your friend. I met him at the university.
2. I have just taken my exam. I sat it a week ago.
3. What have you decided to do now?
4. I haven't made up my mind yet.
5. No, I haven't considered a career in the military.
6. Have you seen any good films recently?

Chapter 5 Exemple de rédaction

Task ③ Les propos exprimés n'engagent que son auteur.

Most people would say that killing is a crime. **Thus** many religious codes of conduct condemn the killing of our fellowmen. "Thou shall not kill" is an injunction in the Bible. **Yet**, for whatever 'good' reason, we continue to wage war on this planet. Can we conceive that war is justifiable? Let's look at **the pros and cons** of this issue.

First, it is generally agreed that some wars have been just and good. **For example**, the fight against Nazi Germany was necessary. **Therefore** we cannot blame the Allies for fighting this scourge. **Indeed** violence in itself is not condemned by many religions. Jesus, for example, violently chased the merchants from the Temple. In the Middle Ages, the Christian kings led the fight against the Unfaithful during the Crusades. During the Hundred Years War, the French liberated their country from the English invaders, they are said to have been led to victory by Joan of Arc who later became a saint. **So** the tenants of morality themselves are not denouncing violence and war as such.

However, we have been to war in the past for reasons which sounded good but which, given the perspective of time, may now seem biased. If we had been in the other camp would we have thought that these wars were just wars? Did the Germans think that bombing their cities in 1944 was for a just cause? Did the Muslims killed by the saintly Crusaders think it was only fair? And what about the thousand Americans who died in the terrorist attack on the World Trade Center in 2001, did they think that the Jihad had any reason of being? **So, it seems that according to** the camp to which you belong, you may judge a war as fair or unfair. **However**, there are inhuman wars which all mankind condemns. Hitler's followers would find few supporters today unless they were racist and crazy. Terrorist attacks perpetuated by whoever has a cause are universally condemned.

For me, there are no good wars. All wars are bad. They kill. If France were at war I would become a conscience objector. **And yet**, if anyone threatens those I love, or even my neighbour, or anyone in the street for that matter, I could kill to defend them. **So**, I don't know if there are good wars or bad wars.

Chapter 6 Méthodologie – Traduction

Task 1 3 Entraînement à la traduction

Le sens de la particule et traduction.

1. Sens de *out*: mouvement vers l'extérieur ☑.
La guerre éclata après l'attaque sur Pearl Harbor.
2. Sens de *up*: mouvement vers le haut ☑.
Des navires explosèrent sous les bombes.
3. Sens de *off*: séparation ☑.
La jeune fille japonaise et le jeune américain durent se séparer.
4. Sens de *through*: mouvement à travers ☑.
Elle traversa la guerre sans mal.
5. Sens de *back*: mouvement de retour ☑.
Les cèdres lui rappelaient toujours le souvenir de leur amour.
6. Sens de *in*: mouvement vers l'intérieur ☑.
Un jour il se rendit à son ancienne maison mais elle était partie.

Task 2 Les promenades *qu'elle faisait en fin d'après-midi n'avaient pas *réussi à cacher ses rencontres avec un garçon dont sa mère avait depuis longtemps *pressenti l'existence. Hatsue savait qu'elle n'avait dupé personne, *y compris elle-même. De plus elle n'avait jamais eu *la conscience tranquille. Comment pouvaient-ils dire, elle et Ishmael, qu'ils s'aimaient vraiment ? Ils avaient tout simplement *été enfants et avaient grandi ensemble, et *cette proximité, cette intimité avait produit en eux l'illusion de l'amour.

Procédés de traduction :

*qu'elle faisait : étoffement

*réussi à : étoffement

*pressenti l'existence : adaptation, ici on va éviter de traduire *intuition* par 'intuition' afin de rendre sa valeur particulière dans le contexte.

*y compris elle-même : transposition, ici on a évité de répéter 'duper' et on a même remplacé plusieurs fonctions par 'y'.

*la conscience tranquille : transposition, un adjectif *right* est remplacé par un nom 'conscience'.

*avaient été enfants et avaient grandi ensemble : l'ordre des éléments a été inversé pour rendre le texte plus plausible en français.

*cette proximité : transposition, un démonstratif 'cette' remplace un pronom *it*.



Sequence 5

Chapter 1 Civilisation and culture

Task 2 a) RIGHT or WRONG?

	Right	Wrong
1. Queen Victoria reigned for 44 years. "Queen Victoria reigned over Great Britain and Ireland from 1837 until she died in 1901."	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The Queen felt compassion for her subjects. "a genuine sympathy for her poorer subjects"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. She had a large family. "They had nine children."	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. "Victorian" first meant "prosperous", "successful" "The adjective "Victorian", which had come to be used in her lifetime to mean "flourishing", "potentially great"..."	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Then the word "Victorian" kept its first meaning. "... came to acquire the sense of "over-strict", "censorious", much as it means today	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The British Empire was created in Victoria's time. "In the 1870s, Great Britain had direct control of a fifth of the Earth's surface, including India, Canada and Australia."	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Britain's standing army was important at the time. "... it did not need a large standing army to defend its borders..."	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The Industrial Revolution was an easy time for the working class. "The Industrial Revolution in England meant very hard living conditions for those who worked in the mines and in the factories, especially children."	<input checked="" type="checkbox"/>	<input type="checkbox"/>

b) What a puritanical Victorian young lady would find proper or improper to do.

P		to read the Bible on the day of the Sabbath.
P		to speak to a member of the opposite sex.
	I	to "address" a person who has not been introduced to you.
I		to read Shakespeare's comedies.
	I	to mention such words as "legs", "belly", "bosom", "breeches" in the conversation.
	I	to speak before you have been spoken to.
P		to go for walks with a chaperone.
	I	to turn up your skirt and show your ankles when walking in the snow.
P		to read the Family Edition of Shakespeare's Works.
	I	to let your hair down on your shoulders.
	I	to read or play music on the day of the Sabbath.
	I	to sleep in a room which had been previously occupied by a man.
P		to wear dark clothes and tie up your hair.
	I	to show your emotions in public.
P		to be discreet.

Chapter 3 Texte 1 – The British Guests

Task 1 Anticipation

Personal answer.

Task 4 1 General comprehension

Completing the grid

When?	Where?	Who? (give names, nationalities and relationship)	What about?	Narrator?
The events happen in 1857, during a reception.	The scene takes place in the house of a wealthy Indian.	The four main characters present are Colonel Mills and his wife Alicia who are the British guests. The host is Indrajit Ray, an Indian, and his son Jagat Rai.	The extract is about an unfortunate incident during the reception. Jagat's attitude and talk appear to be insulting to the British and Colonel Mills leaves the party, quite offended.	It is a third person narrative.

2 Detailed comprehension

a) The first offence (beginning to line 24)

- Colonel Mills accepts to shake hands with the young Indian. NO
"He kept his right hand extended even though it was ignored." (line 6)
- In colonial India, Jagat's gesture was an offence. YES
"Didn't he know the form?" (line 9)
- Alicia doesn't intervene in the incident. NO
"Alicia touched him gently on the arm." (line 10)
- Indrajit Rai behaves obsequiously towards his guests. YES
"his eyes lowered" (line 13); "It is such an honor... such a great honor" (line 16)
- At the end of this first part, the tension in the room has dropped. YES
"The difficult moment was over..." (line 23)

b) Vocabulary of body expressions and attitudes.

Avancer : step *forward*; incliner la tête : *bow his head*; ses narines s'enflèrent : *his nostrils flared*; retenir sa langue : *hold his tongue*; les yeux baissés : *his eyes lowered*; transpirer : *sweat*; frapper bruyamment dans ses mains : *clap his hands loudly*.

c) The second offence (from line 25 to line 46)

- Jagat Ray doesn't address himself to the whole party.
"Jagat Ray had his back to the rest of the party as he spoke to a small group of young men in the corner..." (line 27)
- Jagat is still a young man and enjoys saying what he truly thinks.
"... spoke simply off the top of his head; he enjoyed the thrill of indulging in dangerous talk." (line 29)
- The colonel is prepared to humiliate the young man.
"He had no intention of restraining himself this time; the boy needed to be embarrassed, put in his place." (line 31)
- Jagat Ray is not afraid of the colonel and he persists in his accusations. (3 quotes).
"... the British superiority in India is a figment of their imagination... The British are no better than any other ruler... the people of India are not happy with them."

- d) More vocabulary on body expressions and movements:
 avoir le dos tourné : to have his back to; parler sans réfléchir : *speak simply off the top of his head*;
 le visage impassible : *his face set*; le regard fixé sur : *his gaze steady on*; virer au rouge écarlate :
 flush deep red.
- e) From line 47 to the end -
 Colonel Mills is hateful, bilious, incensed, haughty, tense, outraged, contemptuous, shocked, and scorn-ful
 Jagat Rai is defiant, spirited, cool, provocative.
- f) Vocabulary on attitudes.

Translations

Dismay = désarroi
flounder = bredouiller
perturb = perturber

offend = offenser
hushed = silencieuse
glare across = balayer la pièce d'un regard furieux

- g) Jagat Rai is an educated Indian. He is young and wealthy. He has received a British education and unlike his father he considers himself as equal to the British. He is quite young and slightly foolish. He probably wants to show off in front of his friends.

Colonel Mills represents the British authority in India. He doesn't want to lose face in front of the other British guests. Moreover he is worried, as he has just heard about Indian unrest. We also detect that he loses his temper quite quickly and he takes offence easily. These two men are likely to come to a dispute.

- h) Alicia Mills is concerned with keeping appearances. She knows that her husband can lose his temper quite easily therefore she quietens him by touching his arm. They seem to understand one another and are probably in love. Once in the room she plays her role well by nodding to the British people she knows.

Indrajit Rai is a wealthy Indian who belongs to a generation which seems to have accepted the British ruling of India. He is probably quite proud of his status and of having British guests. However his attention to his guest seems obsequious. He is slightly comical too when he tries to hide his son from the colonel's eyes. In the end his son's behaviour will spoil his party.

- i) In this passage we learn that Anglo-Indian relationships were not as easy as the British would have liked them to be. There was unrest, which we hear rumours of. Although the wealthy Indians like Indrajit Rai and the British mixed at parties they were not on equal footing. The Indians were particularly polite. The British behaved in an almost condescending manner. Each had to play a role. The occupation of India didn't seem natural while the young generation of educated Indians was likely to protest and would eventually require the independence of India.

Chapter 4 Pronunciation and vocabulary

Task 2 Vocabulary

2 b) Familles de mots

low, lower, lowermost, lowland, lowliness, lowly, lowness.
 hope, hopeful, hopefulness, hopeless, hopelessness, unhoped.
 horror, horrible, horrid, horrific, horrify.

Chapter 5 Enjoy your grammar

Task ① a) Les formes en -ing

1. Consequently **talking** with restraint is necessary.
2. "... we are all too afraid of **putting** the situation right."
3. "... he enjoyed the thrill of **indulging** in dangerous talk."
4. "He had no intention of **restraining** himself this time."

b) Choisissez la réponse qui convient ou complétez

1. Les formes en -ing : *putting, indulging, restraining*, ont pour bases verbales : *put, indulge, restrain*.
2. Le gérondif est formé par la base verbale + -ING.
3. Dans l'exemple 1, le gérondif est sujet.
4. Le gérondif s'emploie après la préposition *of*.
5. Les prépositions sont normalement suivies de noms.
6. Le gérondif s'emploie donc comme les deux.

c) Les gérondifs

1. "**Riding** on a big boat across the Atlantic may sound like fun, but it wasn't." (A Boy's Journey)
 2. "It was like **being** in jail." (A Boy's Journey)
 3. "Right away I started **singing** in concerts and **making** money." (A Boy's Journey)
 4. "I kept **singing** as a young man and became a star of Yiddish theatre." (A Boy's Journey)
 5. "I remember **going** in one end and coming out of the other. I remember **being** told I must remember and then for many years **forgetting**." (Jarhead)
- d) 1. Le sujet de l'expression verbale *may sound like fun* est *Riding*.
2. Le complément de l'expression verbale *was like* est *being*.
3. En 3, *money* est complément de *making*. Vrai
4. Le verbe *keep* indique une activité **déjà** en cours. Vrai
5. Le verbe *remember* indique une activité **déjà** réalisée. Vrai

② Exercises

a) Completing the sentences with the -ing form:

1. He kept criticizing the British ruling of India.
2. He made a point of proving that he was an educated Indian.
3. Showing off his possessions was wonderful for the wealthy man.
4. He went on talking without thinking.
5. The colonel couldn't stand hearing the young man's abusive talk.
6. He loved having his own way.

b) Translations

1. They left without saying goodbye.
2. I remember having written to him.
3. Visiting temples were one of her favourite pastimes.

4. She visited her neighbours after having noticed the doctor's car.
5. In the evenings, she enjoyed walking in the garden.

Task ② ① Formes pronominales

a) Traductions des exemples

Le colonel se détendit un peu. Je me rappelle. Le lieutenant se tenait sans bouger devant son cheval. Il n'avait aucune intention de se retenir.

b) La forme verbale française a toujours besoin du pronom réfléchi (me, se), la forme verbale anglaise n'a pas forcément une forme pronominale correspondante.

② Exercices

a) Completing with the correct pronouns

1. I made this painting myself.
2. He poured the drinks himself.
3. We can rule India ourselves.
4. Help yourself.
5. She decorated their house herself.
6. They were quite pleased with themselves.

b) Translations into English

1. She loved looking at herself in the mirror.
2. They had an argument. We didn't enjoy ourselves.
3. You have made your misfortune yourself.
4. I remember that he used to get angry quickly.
5. I expect him to make a scene.
6. In the morning, she wouldn't hurry; she woke up with him but got up late, washed a long time and dressed with care.

Chapter 6 Translation

Task ② c) Exercice

1b ; 2h ; 3k ; 4d ; 5e ; 6a.

Task ③ Suggestion de traduction

Il me semble, répondit Jagat, que la supériorité des Britanniques en Inde est un produit de leur imagination. Il parlait avec une tranquille assurance, le visage immobile, le regard fixé sur le Colonel Mix. Un murmure ¹d'indignation ²traversa la pièce. Jagat Rai, ³jeune homme intelligent, instruit, et en colère, ne se rétracterait pas. Les Britanniques ne font pas mieux que n'importe quel autre dirigeant de ce pays, et peut-être même font-ils plus mal. Il vit le visage du colonel s'empourprer ⁴profondément mais il continua.

⁵Qu'ils fassent mieux ou plus mal, Colonel, le peuple de l'Inde ne les aime pas, ⁶c'est une situation ⁶inconfortable, et je crois qu'il va falloir que cela change.

Eh bien je... je... Pour la première fois de sa vie, le Colonel Mills ne trouvait pas ses mots et tous les invités le regardaient ?bredouiller avec horreur et consternation. Jamais, de toute sa carrière⁸, il n'avait été ⁹traité avec tant d'insolence par un subalterne, certainement jamais par un indigène !

Jagat Raï ¹⁰se contenta de sourire, hocha la tête, et s'éloigna pour rejoindre ses amis, comme si rien de fâcheux ne s'était produit. La seule chose qui le préoccupait était d'avoir peut-être offensé son père.

1. équivalence : un murmure d'indignation : cette formule semble meilleure en français que «murmure choqué».
2. transposition. Traversa : n'oubliez pas de traduire d'abord l'idée de la particule "through".
3. jeune homme et non un jeune homme : pas d'article devant une apposition en français.
4. profondément : «s'empourprer d'un rouge foncé» serait redondant.
5. Étouffement : Qu'ils fassent mieux ou plus mal... pour «whatever».
6. transposition : la tournure «c'est une situation inconfortable» convient bien ici au lieu de «la situation est...» inconfortable : transposition également, on remplace la forme négative avec adjectif positif (is not comfortable) par une forme affirmative avec adjectif négatif (c'est inconfortable).
7. on évitera le calque : «tandis qu'il bredouillait».
8. Allègement : inutile de traduire «military» car «Colonel» suffit pour indiquer le contexte.
9. Équivalence : le calque en traduisant par «parlé» ne conviendrait pas.
10. transposition : l'idée de l'adverbe «simply» est traduite par le verbe «se contenta de».

Chapter 7 Written expression

Task 1 a) Réponses concernant les mots de liaison

1. Deux équivalents à l'expression *first* : *firstly, first of all, to begin with*.
2. Trouvez quatre manières d'annoncer ce que vous pensez :
In my opinion; in my view; actually, I think that; as far as I am concerned I think that; personally I think that...
3. Vous êtes d'accord avec l'auteur : *I agree with the author*; pas d'accord : *I disagree with the author*.

b) The Campaign for Women's Suffrage 1903-28

It is obvious that Victorian women led a restricted life. **Although** Queen Victoria had been the most powerful woman of her time, women were **still** treated as second class citizens. **For example**, they were not allowed to vote. In 1903, the campaign for women's suffrage was intensified by the founding of the Women's Social and Political Union : the WSPU - associated particularly with Mrs. Emmeline Pankhurst and her daughters. WSPU members, known as "suffragettes", became increasingly violent in the years before the World War One, as successive governments failed to reform the voting laws. **Indeed** the harsh manner in which imprisoned suffragettes were treated, including forcible feeding of women on hunger strike, contributed to the growing public sympathy for the cause of women's suffrage.

However, the outbreak of war in 1914 led to a political *truce in the suffrage movement. **No doubt that** the participation of British women in the war effort, **for instance** their work in factories and the armed services **as well as** in the home, was a major factor in the Government's decision to give women over the age of thirty the right to vote in 1918. **Later**, this right was extended to women over 21 in 1928.

Task 2 Suggested answer.

People usually think that male/female inequality is a thing of the past. If this may sound true in the Western World let us look at the plight of women in other circumstances.

In so far as women in third-world countries are concerned, we cannot say that their lives today are equal to those of men. In some places in India and Africa for example women are submitted to men's will. They have to obey their fathers, their brothers, their husbands, even their sons. It begins as soon as they are born. In some countries, a baby daughter is a curse. It can make a family man poorer since he will later have to give a dowry to marry his daughter. Female infanticides have not disappeared from our world. Then, since a woman is considered a servant, little girls receive less education than their brothers. Later,

they are servants for their family, carrying water, cleaning, cooking, washing, etc. etc.

It is obvious that women in the Western World have a more envied life. Indeed, on the whole they do as well if not better at exams than their male counterparts. They earn money and hold any job they want. They also marry for love and even have control over their reproductive life. Women are found among the top ten richest people in the world, women are found as head of states, and airline pilots. Yet...

Yet, in many countries still there is a hidden code that makes it hard for a woman to succeed. For the same level of performance, a young man would be preferred to a young woman as he is not likely to get pregnant or miss work to attend to his sick children. Once at home, in many cases, women look after children, shopping and housework while a Mediterranean husband for example would think it unmanly to do so.

To conclude, I would say that male and female equality is still a fallacy. As long as a woman cannot walk in the streets of Paris without being sexually insulted because she is pretty and refuses to notice catcalls, women are not equal to men.

Chapter 9 Texte 2

Task 3 1 General comprehension

a)

1. The scene takes place in Italy, in Florence, in the dining room of a pension for tourists, mainly English people. The owner is called "the Signora", some rooms overlook the river which runs through Florence: "the Arno", the guests are sitting "at the table".
2. The characters present are Miss Bartlett, Lucy, an old man, his son George and two little old ladies. The characters only mentioned are the Signora and Lucy's mother.
3. The English tourists seem to belong to a well-off middle-class. However, Miss Bartlett may be less well-off, as her stay is being paid for by Lucy's mother.
4. The two women have a negative image of the place and people.
5. At the end of the scene they decide to leave the pension.
6. The apparent problem is that they have been promised a view overlooking the Arno and Lucy's room doesn't have a view.
7. In fact the more basic problem is that they have been shocked by the old man's indelicacy. He has offered to exchange rooms with them. This is quite improper by Victorian code of conduct.

b)

	Elements from the text
Names	Lucy Miss Charlotte Bartlett.
Probable age	Lucy is probably in her late teens. Charlotte is probably in her forties.
Family links	They are cousins.
Personal relationships	Charlotte's trip has been paid for by Lucy's mother so we conclude that Charlotte wants to do everything that is proper for Lucy. Moreover she wants the girl to have the best even if she has to make sacrifices.

2 Detailed comprehension

Part 1 from the beginning to line 46.

a) The negative impressions Lucy and Charlotte have at the beginning of their stay.

<p>The pension dining-room</p>	<p>❶ The hostess has a working-class accent and this bothers Lucy. <i>"And a Cockney", besides!" said Lucy, who had been further saddened by the Signora's unexpected accent.</i> (line 5).</p> <p>❷ The dining-room is decorated as in England: <i>"It might be London". She looked at... "the two portraits of the late Queen and the late Poet Laureate" that hung behind the English people heavily framed</i> Lucy feels <i>"that we might be in London".</i> (line 8).</p> <p>❸ The English guests keep their English customs including going to their church: <i>"the notice of the English church (Rev. Cuthbert Eager, M.A. Oxon.), that was the only other decoration of the wall".</i> (line 10).</p>
<p>The rooms</p>	<p>❶ The hostess hasn't given them the promised room with a view. <i>("She promised us south rooms with a view close together, instead of which here are north rooms, here are north rooms, looking into a courtyard, and a long way apart")</i> lines 2 and 3.</p> <p>❷ Their rooms are far apart.</p> <p>❸ They are not overlooking the Arno. <i>"I wanted so to see the Arno. The rooms the Signora promised us in her letter would have looked over the Arno."</i> (line 14).</p>
<p>The food</p>	<p>❶ The meal is not first class as the meat has been boiled. <i>"This meat has surely been used for soup," said Miss Bartlett, laying down her fork"</i> (line 13).</p>
<p>The people</p>	<p>❶ The guests are all English while the ladies wanted to be among foreigners <i>"She looked at the two rows of English people who were sitting at the table"</i> (line 7).</p> <p>❷ They are shocked as one of the guests actually intervened into their argument. <i>"- one of the ill-bred people whom one does meet abroad - leant forward over the table and actually intruded into their argument".</i> (line 25).</p>

b) Lucie and Miss Bartlett are tired and disappointed. They are even losing their good manners and have started an argument between them as to know who should have the best room. They seem ready to quarrel. Charlotte wants to play the martyr and this upsets Lucy who becomes peevish. The ladies' voices grew animated, and - if the sad truth be owned - a little peevish. "They were tired, and under the guise of unselfishness they wrangled"

Part 2 from line 27 to the end

- c) The new characters who appear in the text are an old man and his son George. Then there are two well-bred old ladies.
- d) Some elements in the description of the old man appear offensive to Charlotte Bartlett. First he breaks into their conversation: *"and one of them - one of the ill-bred people whom one does meet abroad - leant forward over the table and actually intruded into their argument".* (line)

He didn't wait the required two or three days of discretion: *"Generally at a pension people looked them over for a day or two before speaking"* (line)

He is not dressed as he should: *"... passed on to his clothes. These did not attract her."* (line)

He doesn't seem right but *"childish"*.

She thinks he takes them for two innocent abroad: *"He was probably trying to become acquainted with them before they got into the swim"* (line)

- e) Miss Bartlett is offended when the old man proposes to exchange rooms with them, this is not done in Victorian code of conduct: a lady cannot accept to be so intimate with a stranger as to sleep in a room he previously occupied. However here we have another code of conduct: for the old man and his son what is important is to make people happy.
- f) This extract gives us some information about Victorian middle-class society. We learn about the convention for the young to travel abroad with a chaperone in order to visit sights and acquire culture. For example Lucy wants to have a view on the beautiful city and visits what one expects to visit in Italy. However, not everyone is well-off and Miss Bartlett for example seems to have to accept Lucy's mother's charity to enable her to travel. So the life of single women without much money may have been difficult. Finally these Victorian people seem to be living under a strict code of conduct even when travelling abroad. You do not talk to strangers on their first day of arrival for example.

Conversation must stay neutral and it is not done to argue when strangers can hear you. Finally a woman must not accept any favour from a man, even an old man.

Chapter 10 Lire un texte littéraire

a) Compréhension globale

1. Vous avez surligné : *We* (ligne 1), *Charlotte Brontë, Jane Eyre, 1827*. Vous savez donc qu'il s'agit d'une autobiographie fictive (dont la narratrice s'appelle Jane Eyre), écrite à l'époque victorienne.
2. Les noms des personnages présents sont Mrs Reed, Eliza, John et Georgiana, ses enfants. Jane ne semble pas être l'enfant de Mrs Reed, on mentionne l'existence de Bessie, la nurse.
3. Les mentions de lieu et de temps : *we had been wandering* (un plus que parfait qui décrit une action qui a eu lieu le matin) *the leafless shrubbery, in the morning, now out of the question*.

Le second paragraphe est au prétérit décrivant une habitude de la narratrice : *I never liked long walks*.

Le troisième paragraphe est au moment de parole, au prétérit : *now clustered, for the time, in the drawing room*,

La conversation entre Mrs Reed et Jane est au prétérit, le moment de parole : *I asked*.

Le dernier paragraphe est au prétérit : *I slipped, I mounted*. Le nouveau lieu est donné : *a small breakfast room, into the window-seat*.

4. L'architecture du texte est donnée par cinq divisions.

Le premier paragraphe : le matin

Le second paragraphe : l'opinion de Jane

Le troisième paragraphe : les personnages au salon

La conversation

Le dernier paragraphe : Jane dans la petite salle à manger

5. Les quatre expressions qui indiquent de quoi il s'agit dans ce passage : *clustered around their mama; Me, she had dispensed from joining the group; she really must exclude me; I was shrined in double retirement*.

b) Compréhension détaillée

① La présentation du décor

La situation due au mauvais temps : *There was no possibility of taking a walk that day*. Les mots indiquant le mauvais temps : *the cold winter wind; clouds; a rain so penetrating*.

Dans le troisième paragraphe les éléments qui décrivent la position des personnages : *clustered round their mama; lay reclined on a sofa; Me, she had dispensed from joining the group*.

Dans le dernier paragraphe les éléments qui décrivent la position de Jane : *into the window-seat; gathering up my feet, I sat crossed-legged, like a Turk; shrined in double retirement*.

② Les personnages et les relations entre les personnages

Dans le premier paragraphe un élément indiquant la position sociale de Mrs Reed : *when there was no company, dined early*.

Dans le second paragraphe un élément indiquant la personnalité de Bessie : *the chidings of Bessie*.

Dans le troisième paragraphe, puis dans la conversation qui suit, les mots indiquant les sentiments de la mère pour ses enfants : *her darlings around her; looked perfectly happy*. Les rapports des enfants entre eux : *for the time neither quarrelling nor crying*.

③ La narratrice

Dans le second paragraphe les verbes ou adjectifs indiquant les goûts et les sentiments de la narratrice : *I never liked long walks; a heart saddened by the chidings of Bessie; humbled by the consciousness of my physical inferiority*.

Dans le troisième paragraphe les mots qui décrivent ce que Jane n'est pas selon Mrs Reed : *sociable and childlike disposition; attractive and sprightly manner, -something lighter, franker, more natural as it were -; contented, happy*.

Ce qui rend Mrs Reed désagréable, hypocrite et victorienne aux yeux du lecteur : *until she heard from Bessie, I don't like cavillers or questioners; something truly forbidding in a child taking up her elders in that manner*.

L'image du dernier paragraphe qui indique l'isolement et le besoin de protection exprimés par la narratrice : *I was shrined in double retirement*.

④ Le vocabulaire difficile

Shrubbery: le bosquet ; *nipped*: gelés ; *chidings*: réprimandes ; *sprightly*: alerte ; *cavillers*: chicaneur ; *forbidding*: désagréable

c) Résumé

This is the beginning of a fictitious autobiography. The narrator, Jane Eyre, relates one day of her childhood at Mrs Reed's place. It is winter, mother, children and nurse cannot take their usual outdoor walks and stay in the drawing-room. Jane doesn't seem to belong to the family and is set apart by the mother. The latter would like to instil some Victorian values to Jane who should be sweet and lively. On the contrary the girl hates outside walks, is questioning and judging. She seems to be resilient however as reading allows her to escape. With this opening page the reader's sympathy goes to Jane: a lonely if not rebellious child.



Sequence 6

Chapter 1 Civilisation and culture

Task 1 1 Map of Africa



2 A quiz on African history

a) 1; b) 640 AD; c) 2; d) 1; e) 1; f) 1; g) 1; h) 1; i) 2; j) 3; k) 2; l) 2; m) 1; n) 1.

* a Boer was the name given to the descendent of the Dutch people who had settled in South Africa, it means 'a peasant' in the Dutch language. An Afrikaner is a white African who speaks Afrikaans, a language coming down from the Dutch spoken by the early settlers.

3 Extra for experts

a) South Africa had to leave the Commonwealth because of its policy of apartheid which started in 1961 and was undemocratic. It rejoined it in 1994 after the end of that regime.

b) Nigeria was suspended from the Commonwealth in 1995 when it was under an authoritarian regime. It was readmitted in 1999 with the return of democratic elections.

Task 2 Listening comprehension

1 General comprehension

The people interviewed feel very enthusiastic and happy about the fact that they were present at Nelson Mandela's release from prison.

2 Detailed comprehension

Part 1

a) Nelson Mandela was released on 11 February 1990.

- b) The first person interviewed is called Peter. He is English. He was working in Cape Town at the time.
- c) People were pressed together, the weather was very hot and the waiting was longer than expected. Some people fell from a tree but refused to leave the place.
- d) Seeing black and white people together, sharing the same happy event was comforting.
- e) At the end Peter hardly heard Mandela's speech because of the noise, but he was extremely happy to be there.

Part 2

- f) The second person interviewed lives in Kenya. Her name is Praveena and she is of Indian origin. She was at school at the time and she left together with the others to watch TV at a friend's place.
- g) She was surprised to see such a crowd of black and white people together. Then she was astonished to see how old and fragile Nelson Mandela appeared to be.
- h) The two evils Mandela has fought were white domination and black domination.
- i) She has been influenced by Mandela as he made her proud to be African.

Part 3

- j) The third person interviewed is called Stephen and lives in Durham. He was an activist before and was involved in protests for the liberation of Nelson Mandela.
- k) The noisy reception reminded him of the celebration of a South African victory at a rugby match.
- l) He had hoped that South Africa would become one nation.

Chapter 2 Texte 1 – "And if something happens..."

Task 3 Understanding the text

1 Characters and setting

a)

When?	Where?	Who?	What about?	Type of narration?
It happens in daytime, during the apartheid.	It happens in a street in South Africa.	The two characters in presence are the narrator, a white man, and Ben du Toit, a black man.	Ben wants to trust his friend with some mysterious papers. The latter doesn't take this very seriously but Ben dies two weeks later.	It is a first person narrative.

- b) The narrator is a writer or a would-be writer: "You may even turn it into a bloody novel if you choose." (line 19).
- c) They must be good friends because the narrator is prepared to keep his friend's papers whatever they are: "Of course I'll keep your stuff for you." (line 37). As for Ben, he seems to be trusting the narrator with important material. "I want you to keep my notes and journal." (line 21).

2 The mystery

- a) At first the narrator doesn't want to believe the seriousness of the situation. He jokes asking if this material he has to keep is "stolen goods." Then he asks for more precision concerning the mysterious "they" whom Ben seems to be afraid of: "Who are 'they'?" (line 6). Later he becomes suspicious wondering if his friend is in his right mind and he observes him closely: "A pale smile twitched his tense mouth" (line 24). He ends up thinking his friend is paranoid and speaks to him "the way one would comfort or humour a child" (line 39). Finally he is resigned and even irritated: "I sighed with resignation" (line 43) and later "I insisted not without some irritation" (line 46). He doesn't realize the importance of the event and dismisses Ben's worries as due to hypertension.

- b) *glanced round again* (line 5); *as agitated as before* (line 7); *With another anxious glance over his shoulder* (line 13); *He jerked his shoulders* (line 15); *if one could call that harsh brief sound a laugh* (line 17); *A pale smile twitched his tense mouth* (line 24); *an unnatural glance in his grey eyes* (line 24).
- c) Those mysterious "they" are probably the police or even the secret police that were all powerful in South Africa during apartheid. Ben says he doesn't want them "to find the stuff on me" (line 5). Apparently they have already taken some material of his: "They have taken everything from me" (line 25). They seem to know him and want him to disappear. "They want to wipe out every sign of me" (line 28). They seem powerful and omniscient to the point of knowing that he is at the end of his strength: "But I can't go on for very much longer, and I think they know it too." (line 31).
- d) For the narrator "paranoic" means that his friend believes he is being persecuted. He is under the delusion that he is being watched or suspected in the atmosphere of suspicion that prevailed during apartheid. The expression "as if" is repeated four times to express the uncertainty he feels about his friend. Is the latter inventing a story or is he really being under threat?
- e) Ben is mysterious because he doesn't explain himself completely. He is incomprehensible for the narrator as he asks for his help but doesn't explain what his "stuff" is or the details of his subversive activities.
- f) The last sentence comes as a shock as the meeting was related from the narrator's point of view. He was treating Ben's worries as a sign of delusion but now the reality of the situation is there when Ben's death is announced. We are no longer in the mind of a paranoid but in reality.

③ Vocabulary – Find the following words or expressions

Qu'est-ce qu'il y a?	<i>What's the matter?</i>	En toute hâte	<i>hurriedly</i>
de la marchandise volée	<i>Stolen goods</i>	ce son âpre et bref	<i>This harsh brief sound</i>
avança rapidement	<i>Hurried on</i>	je veux mettre tous ces trucs chez toi	<i>I want to dump all my stuff on you</i>
jeta un coup d'œil autour de lui	<i>Glanced around</i>	sa bouche se tordit dans un sourire pâle et crispé	<i>A pale smile twitched his tense mouth</i>
garder	<i>To store</i>	une lueur inquiétante dans les yeux gris	<i>An unnatural glance in his grey eyes</i>
des bouts	<i>Some bits</i>	C'est leur but	<i>That's what they are aiming for</i>
il repartit de plus belle	<i>He set off again</i>	Ils veulent effacer toute trace de mon existence	<i>They want to wipe out every sign of me</i>
Il secoua les épaules	<i>He jerked his shoulders</i>	Soupirai-je, résigné.	<i>I sighed with resignation</i>

After the meeting (for candidates in L (LV1))

One evening, quite late, I was at home working on my computer, I was brushing up an interview I had done with the local candidate for the next elections. It was important stuff. The man was a good fellow and I trusted him when he said that South Africa would change and he believed it could be done without bloodshed. It was well past midnight when the doorbell rang. I wasn't all that worried by a late call, my informers came mostly at night. When I opened the front door I noticed that the moon was up but there was nobody there. In the envelope left on the mat, the small piece of paper read: "Ben's body dumped at the tip".

The rubbish tip, in the eastern suburb, was the place they left the bodies. I had never been there. I hardly believed there was such a place. It took me a good half-hour to find the place. It was isolated and unmarked but the smell reached my car before I saw it. A small van was parked. As I climbed to the tip, I heard shuffled voices, two big black fellows came down carrying a body, when they saw me they scrambled to the van. I yelled to them but the doors slammed and the van left screeching.

His was the only body. I recognised his form, he had the same clothes, the face was turned on the rubbish, I turned him back, I had this wild thought that he might still be alive. When I saw his mutilated face, I vomited. Then I took him in my arms and carried him. The rubbish tip was uneven and at times my feet would go into soft ground, which gave in under me, but I never fell.

Chapter 4 Enjoy your grammar

① Exercice completed with possessive pronouns

- a) What's your name? – John. What's **yours**?
- b) These notes are Ben's. – Are you sure they are **his**?
- c) She says her job is terrible. – I'm lucky **mine** is interesting.
- d) Their climate is better than **ours** but our income is better than **theirs**.
- e) We don't have a car, can we borrow **yours/his/hers**?

② Le discours indirect

b) Les phrases au style direct

1. *"Can you help me?" he asked in an agitated voice.*
2. *"It is rather urgent", he added.*
3. *"I'll leave it to your discretion", he said.*
4. *"What have you done, Ben?" I enquired.*
5. *"Nothing will happen, Ben." I insisted.*

c) Il a fallu changer les temps, les pronoms personnels, les adjectifs possessifs.

f) Exercise

① Completing with the correct verbal form

She says she **is** worried. I told him I **didn't** understand. They declare they **won't** accept it. They said they **were** lost. She said she **had** been here before. She asked me what I **was** doing.

② Translating into English

He told me that he had already written it.

I promised him / her that I would help her / him.

I thought you had already gone on holiday.

I told him I didn't like secrets.

g) ② Exercise: indirect speech

He told me that it was my responsibility.

She yelled that they were hers.

They stated that it was theirs.

They complained that she had laughed at them.

I said to Ben that he looked tired.

h) ② Completed in indirect speech:

I suggested that he come* to my office the following day.

"I can't explain right now."

He said that he couldn't explain right then.

He asked me to meet him at Bakker's bookshop.

I wanted to know what the matter was.

He requested me just to keep the stuff like he had told me about.

* équivalent du subjonctif français. Le verbe reste à la forme infinitive.

③ Translated into English

He told me that the following day he had read the news of his death in the papers.
He had asked him not to mention it to anyone.
They had asked his wife where he hid / was hiding his documents.
They announced that they were going to search the house.
He revealed that he had sent his documents three days before.

Chapter 5 Translation

② The best alternatives

Son attitude avait quelque chose de paranoïaque. (pratique de l'inversion)
«Bien entendu, je te garderai tes papiers, ai-je dit.» (remarquez l'inversion en français: "ai-je dit")
Encore une de ces histoires larmoyantes dont j'avais l'habitude. (pratique de la transposition)
Tout ce qu'il te faut c'est des vacances. (veillez à respecter le ton du passage)

③ Translation

Son attitude avait quelque chose de paranoïaque, c'était comme s'il avait perdu prise sur le monde, comme s'il n'était pas vraiment dans cette rue, dans cette ville, à cet instant précis, comme s'il n'avait pas du tout conscience de ma présence. Comme si, en fait, il était lui-même un étranger dont la ressemblance lointaine et superficielle avec le Ben Du Toit que j'avais connu était pure coïncidence.

«Bien entendu, je te garderai tes papiers, ai-je dit, avec le ton de quelqu'un qui rassure ou apaise un enfant. Pourquoi ne pas les déposer ce soir chez moi, on en profitera pour prendre un verre de vin et bavarder tranquillement.

Il sembla encore plus agité qu'auparavant.

- Non, non, je ne peux pas faire ça. Je vais m'assurer qu'ils parviennent chez toi. Je ne veux pas te causer d'ennuis.
- Bon, d'accord. Je poussai un soupir résigné. Encore une de ces histoires larmoyantes dont j'avais l'habitude. «J'y jetterai un coup d'œil et te ferai savoir ce que j'en pense.»
- Je ne veux pas que tu m'en parles. Garde seulement ces papiers comme je te l'ai demandé.
- Rien n'arrivera, Ben, insistai-je, non sans irritation. Ce n'est que de l'hypertension. Tout ce dont tu as besoin, c'est des vacances.»

Deux semaines plus tard, il était mort.

Chapter 6 Written expression

An example

I had a very good friend then, a girl named Hafida. Her parents were from Morocco. She was more extroverted than I was and when I was with her I felt bolder. She used to come to my place to do her homework or watch TV.

She had been absent from school for two whole weeks and I missed her. Finally I decided to go to her place right after school.

As I got down the bus I suddenly realized that I was in a different country. My friend lived in one of the worse suburbs of the town. I had heard of such places but I never thought she could actually live there. The buildings were high, blank, identical. There were no trees at all, not one. I was amazed by the bleakness, tramped grass everywhere, no trees. The graffiti at eye level casted a cheerful note.

I met a few boys from school, they stopped talking and looked at me as if surprised. I suddenly realized that I was an ignorant fool who didn't even know her own schoolfellows. Moshine was there, he didn't

say much but took me to Hafida's place. I was dismayed by the stairs, the graffiti, a broken window patched up with a plastic flowery paper, and strong cooking smells which came out of the flats were spicy and foreign. At some floors I heard loud beat music.

Hafida opened the door, pale and slimmer and so happy to see me. I met the whole family and I had to phone home as they insisted in keeping me that evening as the mother had by chance done a special couscous. I got used to the foreign spicy smells, the too sweet little cakes and the tea which tasted like syrup. I felt drunk by it all. I marvelled at the way they could eat so much in one go. The grandfather got so welcoming that we started to go through the family album but I had to leave with a promise to return for a proper meal soon.

I kept wondering what a proper meal would be.

Chapter 8 Texte – *A Portrait of Chinua Achebe*

Task ③ Understanding the text

① General comprehension

1. Who is Chinua Achebe?
2. A defender of Africa's past
3. A short biography
4. A quote from *Things Fall Apart*
5. A review of *Things Fall Apart*
6. A summary of *Things Fall Apart*
7. The language of Chinua Achebe
8. Chinua Achebe's main works and themes

② Detailed comprehension

- a) Chinua Achebe writes in English because it is "a world-wide language" in which he can express his experience of Africa.
- b) 1. Name: born Albert Achebe, he chose to be called Chinua Achebe.
2. Place of birth: Ogidi, Nigeria.
3. Date of birth: 1930.
4. Parents' religion: Protestant.
5. Own values: he is proud of his Ibo tradition while accepting to write in English, the language of Africa colonial past, he now fights today's corruption in Africa.
6. Languages: Ibo and English.
- c) He changed his name because he wanted to accept his Ibo origin.
- d) The white man defines their gods as things of wood and stone, he has no idea of their power.
- e) The African gods mentioned are Ani, Amadiora, Idemili, Ogwugwu.
- f) The men of Mbanta laugh at the expense of the white man because they know from experience the power of their own gods.
- g) We learn about life in a traditional African community and how the changes brought by colonialism were all powerful.
- h) In 1890, "missionaries and colonial government made their intrusion into Ibo society."
- i) Onkongwo is different from his fellowmen because he realises that missionaries and colonial government will change his society. He will be destroyed because he is unable to accept these changes while the other Africans seem to have done so.

j) Achebe writes in African English. His African characters “use an elevated diction” which reproduces the melody of the Ibo language in English.

k) He is not happy with present day Nigeria denouncing “the corruption and power struggles.”

Vocabulary

les coutumes occidentales	<i>Western customs</i>	pour affirmer	<i>to assert</i>
baptisé	<i>christened</i>	son enclos est grand	<i>his compound is large</i>
indigène	<i>indigenous</i>	son refus de changer	<i>his unwillingness to change</i>
ne peuvent pas vous faire du mal	<i>cannot do you any harm</i>	pour communiquer l'effet de la langue ibo	<i>to convey the sense of Ibo speech</i>
un rire railleur	<i>a derisive laughter</i>	qui met en scène	<i>featuring</i>
sans malice	<i>harmless</i>	les luttes de pouvoir	<i>power struggles</i>
la caractéristique la plus frappante	<i>the most striking feature</i>	la déception	<i>disappointment</i>