

## SEQUENCE 1

### → Axe 1 :

#### ✓ Fictions et réalités – *Facts and realities* **Part I**

### → Problématique :

#### ✓ How far is the USA from Martin Luther King Jr's dream?

### → Supports :

1. Culture tip
2. African Americans
3. Compréhension orale : « I have a dream » Martin Luther King Jr.
4. compréhension écrite : texte 1 “Black Americans mostly left behind ?”
5. Grammaire : preterit, present perfect et pluperfect – for, since, ago.
6. Expression écrite : « an eloquent silence » (document iconographique)
7. Médiation
8. Compréhension écrite : texte 2 “A museum to reconcile America”
9. Your writing skills

### Devoir à envoyer n°1

### → Objectifs :

- Confronter les époques
- Acquérir une bonne connaissance de Martin Luther King Jr et de son époque
- S'entraîner aux épreuves écrites et orales
- Revoir les points de grammaire et le vocabulaire de la séquence.
- Acquérir une méthode de travail
- Consolider son vocabulaire

## 1. Culture tip

### → Martin Luther King Jr

#### Biography

source : <https://www.biography.com>



Martin Luther King Jr. was a Baptist minister and social activist who led the civil rights movement in the United States from the mid-1950s until his assassination in 1968. King is remembered for his non-violent protests segregation and his "I Have a Dream" speech.

**One person who is admired for his outstanding achievements is Martin Luther King.**

Martin Luther King Jr. was a civil rights activist in the 1950s and 1960s. He led non-violent protests to fight for the rights of all people including African Americans. He hoped that America and the world could become a society where race would not impact a person's civil rights.

Martin Luther King Jr. was assassinated on April 4, 1968 in Memphis, TN. He was shot by James Earl Ray while standing on the balcony of his hotel.

#### QUICK FACTS

**NAME:** Martin Luther King Jr.

**OCCUPATION:** Minister, Civil Rights Activist

**BIRTH DATE:** January 15, 1929 - **PLACE OF BIRTH:** Atlanta, Georgia

**DEATH DATE:** April 4, 1968 - **PLACE OF DEATH:** Memphis, Tennessee



#### **DID YOU KNOW?**

Martin Luther King Jr. changed his name from Michael to Martin after his father adopted the name Martin in honor of the Protestant leader Martin Luther.

#### **EDUCATION**

Crozer Theological Seminary, Morehouse College, Boston University



#### **Going further:**

Watch the videos <https://youtu.be/OmEZGbUvW2M> | <https://youtu.be/k6Au81aHuSg>

#### **Civil rights**

The African-American Civil Rights Movement was a fight for racial equality that took place mainly in the 1950s and 1960s as several major events happened and the racial acts were outlawed. Political figures like Martin Luther King Jr., Malcolm X and writers like James Baldwin were emblematic figures of the movement.

Martin Luther King wanted all people, regardless of the colour of their skin, to have equal rights. He staged sit-ins at restaurants, boycotts of buses and businesses and marched in protest of the way black people

were treated. His most famous speech, "I Have a Dream", asked for public school desegregation and rights for workers.

In his first major civil rights action, Martin Luther King Jr. led the Montgomery Bus Boycott. This started when Rosa Parks refused to move to give up her seat on a bus to a white man. As a result, Martin led a boycott of the public transportation system. The boycott lasted for over a year. It was very tense at times. Martin was arrested and his house was bombed, but in the end he prevailed and segregation on the Montgomery busses ended.

In 1963 Martin Luther King, Jr. helped to organize the famous March on Washington. Over 250,000 people attended this march to show the importance of civil rights legislation. They hoped for an end to segregation in public schools, protection from police abuse, and hoped to get laws preventing discrimination in employment. It was at this march where Martin gave his « I have a Dream » speech.

This speech has become one of the most famous speeches in history. The march and Martin's speech were a success. The Civil Rights Act was passed a year later in 1964.



## → U.S. national anthem protests in 2016

### Colin Kaepernick

Since August 2016, some American athletes have protested against police brutality and racism by kneeling during the U.S. national anthem.

Colin Kaepernick has become larger than football since he refused to stand two years ago as the National Anthem played before NFL games.

What was Kaepernick protesting in the first place?

As a quarterback for the San Francisco 49ers, Kaepernick sparked controversy when he sat, then knelt, during the National Anthem before several 2016 NFL preseason and regular-season games. He said he did so to protest police shootings of African-American men and other social injustices faced by black people in the United States.

"To me, this is something that has to change," Kaepernick said in an August 2016 interview. "And when there's significant change and I feel like that flag represents what it's supposed to represent and this country is representing people the way that it's supposed to, I'll stand."

Kaepernick also said he could not "show pride in a flag for a country that oppresses black people and people of color."



Kaepernick's protest inspired other players. His teammate, Eric Reid, soon knelt beside him. Other teammates joined, including Antoine Bethea, Eli Harold, Jaquiski Tantt and Rashard Robinson. When the 2017 season rolled around, more players joined the protest.



**Going further:** Watch the video

<https://edition.cnn.com/2018/09/04/us/colin-kaepernick-controversy-q-and-a/index.html>

## → "Black Lives Matter" movement

### "Black Lives Matter"

Source : <https://www.thesun.co.uk>



BLACK Lives Matter is a movement that started in the US to demonstrate against killings of young black men.

The protest group was founded by Alicia Garza, Patrisse Cullors and Opal Tometi in protest at the killing of 17-year-old Trayvon Martin in 2012. BLACK Lives Matter is a movement that started in the US to demonstrate against killings of young black men. Martin was shot dead by George Zimmerman, who walked free after claiming he wrongly believed the teen was armed.

Four years on, the group describes itself as "an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise".

The movement has continued to grow in the years since its inception, spurred by the unjust killings of numerous black people.

## 2. African-Americans

### → The reality before 1965:

- ≈ 645,000 Africans were shipped as slaves to the USA
- The myth of the god negro: Uncle Tom
- Black Codes and segregation in the southern states of the USA
- Second-class citizens
- Inequality

## → Political recognition: the civil rights movement

- 1955: Rosa Parks arrest
- 1964: the Civil Rights Act
- 1965: the Voting Rights Act
- Martin Luther King
- Malcolm X

## → Art as a weapon

- Harlem Renaissance (1920s/30s)
- Literature: Toni Morrison, Maya Angelou, Langston Hughes...
- Photography: Gordon Parks
- Painting: Johnson
- Music: Jazz, Blues (Fats Waller, Duke Ellington...)

## → The situation today

Source : Mission terminale – Bordas

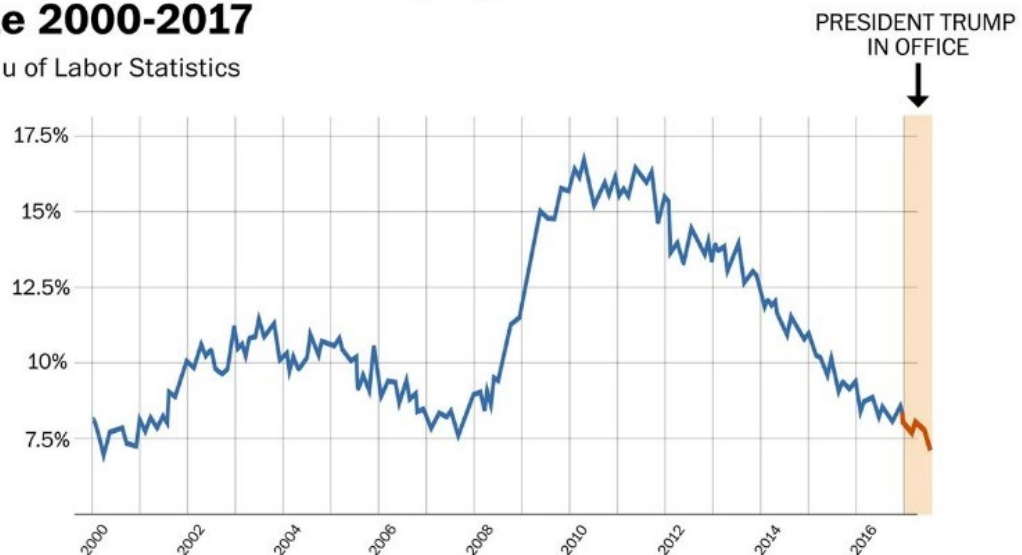
- The first African American President (2008)
- Worldwide recognition of African American culture
- A half century ago, the wholesale racial integration required by the 1964 Civil Rights Act was just beginning to chip away at discrimination in education, jobs and public facilities. Black voters had only obtained legal protections two years earlier, and the 1968 Fair Housing Act was about to become law. African-Americans were only beginning to move into neighborhoods, colleges and careers once reserved for whites only.

## → how far have black people progressed?

- Today, far more African-Americans graduate from college – 38 percent – than they did 50 years ago.
- Poverty is still too common in the U.S. In 1968, 25 million Americans — roughly 13 percent of the population — lived below poverty level. In 2016, 43.1 million – or more than 12.7 percent – do. Today's black poverty rate of 22 percent is almost three times that of whites. Compared to the 1968 rate of 32 percent, there's not been a huge improvement.
- In 2018, while the United States has an overall poverty rate of 12.3 percent, according to the U.S. Census, within the African American community, the poverty rate is 21.2 percent.
- Black adults experienced a more significant income increase from 1980 to 2016 – from \$28,667 to \$39,490 – than any other U.S. demographic group. This, in part, is why there's now a significant black middle class.
- Unemployment: The unemployment rate for African Americans in 2017 (the last full year of data) was 7.5 percent, 0.8 percentage points higher than it was in 1968 (6.7 percent). The unemployment rate for whites was 3.8 percent in 2017 and 3.2 percent in 1968.

### African American Unemployment Rate 2000-2017

Bureau of Labor Statistics



- The typical black family had almost no wealth in 1968 (\$2,467). Today, that figure is about six times larger (\$17,409), but it is still not that far from zero when you consider that families typically draw on their wealth for larger expenses, such as meeting basic needs over the course of retirement, paying for their children's college education, putting a down payment on a house, or coping with a job loss or medical crisis.
- Over the same period, the wealth of the typical white family almost tripled, from a much higher initial level. In 2016, the median African American family had only 10.2 percent of the wealth of the median white family (\$17,409 versus \$171,000)
- Infant mortality. Over the last five decades, African Americans have experienced enormous improvements in infant mortality rates. The number of deaths per 1,000 live births has fallen from 34.9 in 1968 to 11.4 in the most recent data.
- Life expectancy. African Americans' life expectancy at birth has also increased substantially (up 11.5 years) between 1968 and today, outpacing the increase for whites (up 7.5 years).

- Social and economic circumstances of African American and white families, c. 1968 and c. 2018

*(most recent available data)	c. 1968	c. 2018*	Change
<i>High school graduate rate, adults ages 25–29 (%)</i>			
Black	54.4%	92.3%	37.9 ppt.
White	75.0%	95.6%	20.6 ppt.
Gap (black as % of white)	72.6%	96.5%	
<i>College graduate rate, adults ages 25–29 (%)</i>			
Black	9.1%	22.8%	13.7 ppt.
White	16.2%	42.1%	25.9 ppt.
Gap (black as % of white)	56.0%	54.2%	
<i>Unemployment rate (%)</i>			
Black	6.7%	7.5%	0.8 ppt.
White	3.2%	3.8%	0.6 ppt.
Gap (ratio black to white)	2.1	2.0	
<i>Median hourly wage (2016\$)</i>			
Black	\$12.16	\$15.87	30.5%
White	\$17.06	\$19.23	12.7%
Gap (black as % of white)	71.3%	82.5%	
<i>Infant mortality (per 1,000 births)</i>			
Black	34.9	11.4	-67.4%
White	18.8	4.9	-74.0%
Gap (ratio black to white)	1.9	2.3	
<i>Life expectancy at birth (years)</i>			
Black	64.0 yrs.	75.5 yrs.	11.5 yrs.
White	71.5 yrs.	79.0 yrs.	7.5 yrs.
Gap (black as % of white)	89.5%	95.6%	

Source : <https://theconversation.com/black-americans-mostly-left-behind-by-progress-since-dr-kings-death-89956>  
<http://www.bread.org>  
<https://www.epi.org/publication/50-years-after-the-kerter-commission/>



### 3. Compréhension orale



Watch the video: **I HAVE A DREAM part 2, MARTIN LUTHER KING**  
 Un fichier est fourni avec le livret > Fichier 01



#### HELP

#### CONSEILS pour l'écoute d'un document audio

3 écoutes ponctuées de pauses d'une minute, puis 10 minutes pour rédiger en français votre résumé, jusqu'au bip final.

Vous devez rendre compte en français de ce que vous avez compris.

On ne vous demande pas de commenter, de prendre parti, de donner votre avis : restez neutre.

N'espérez-pas comprendre tout. On ne s'attend pas à ce que vous ayez compris tous les détails.

→ Avant l'écoute : anticipez

✓ Le titre de l'enregistrement vous donne des informations sur son contenu.

→ 1<sup>ère</sup> écoute : la découverte

✓ De quel type de document s'agit-il ?

✓ Combien de personnes prennent la parole ? De qui s'agit-il ?

✓ Quelles hypothèses initiales ont été confirmées / infirmées ?

✓ Quel est le thème principal de l'enregistrement ?

✓ Pouvez vous répondre aux questions Who? what? what about? when? where? why? how?

→ 2<sup>ème</sup> écoute : le "dégrossissement"

✓ Prenez en note ce que vous comprenez, en français ou en anglais (même des mots isolés)

✓ Utilisez des abréviations, des flèches, etc... pour gagner du temps.

✓ Commencez à établir des liens entre les éléments relevés.

→ 3<sup>ème</sup> écoute : le "dégrossissement"

✓ Complétez vos notes pour arriver à une compréhension la plus précise possible

✓ Affinez les liens entre les éléments relevés.

✓ Déduisez le sens des mots ou des parties peu claires grâce au contexte

✓ Tenez bien compte des mots de liaison

✓ Identifiez le point de vue exprimé sur la question voire le ton des interlocuteurs

→ Rédigez votre résumé en français

**RAPPEL : les mots qui peuvent vous aider à comprendre :**

✓ Les noms propres, les prénoms, les villes, les mois, les jours de la semaine, les pronoms personnels

✓ Les chiffres (année, âge, prix, date, quantité)

✓ Les mots clés : ce sont ceux qui sont répétés.

✓ Les champs lexicaux qui vous donneront des informations sur les thématiques abordées.

✓ Les mots de liaison,

✓ Les mots accentués (ce sont les plus importants)

Source : Fireworks – 1<sup>ère</sup> – Le Livre Scolaire



**HELP****CONSEILS pour la rédaction du compte rendu**

Rédigez :

✓ **Une introduction**

- a) Le type de document
- b) Le contexte
- c) Le ou les interlocuteurs, hommes ou femmes
- d) Le thème général

✓ **Les idées principales**

- a) Classez-les et montrez que vous avez compris leur articulation
- b) L'attitude et les réactions éventuelles du ou des locuteurs : ton, humour, point de vue, accord, désaccord....
- c) L'issue de la conversation ou du monologue : sur quelle note se termine le document ?

**CONSEILS de rédaction**

- ✓ Imaginez que votre locuteur n'a pas du tout écouté l'enregistrement
- ✓ Rédigez des phrases simples mais complètes
- ✓ Utilisez des connecteurs pour relier les phrases entre elles (tout d'abord, puis, ensuite, c'est pourquoi, cependant, en outre, pour conclure...)
- ✓ Evitez les anglicismes
- ✓ Ne traduisez pas mais trouvez des équivalents dans la langue française
- ✓ N'interprétez pas : vous devez seulement rendre compte
- ✓ Restez neutre : ne donnez pas votre point de vue
- ✓ Relisez vous. Veillez à l'orthographe.

**Vocabulary**

Even though: même si

to face: faire face à

deeply: profondément

rooted: enraciné

to rise up : s'élever

creed: credo, croyance

to hold: tenir

truth: vérité

hill: colline

former: ancien

slaves: esclaves

owners: propriétaires

brotherhood: fraternité

sweltering: étouffant, écrasant

heat: chaleur

skin: peau

content: contenu

vicious: méchants

lips : lèvres

to drip with: dégouliner, ruisseler

"Interposition and Nullification": permettant au gouverneur d'un état de passer outre les lois nationales

## HELP

Culture tip

I Have a Dream, speech by Martin Luther King, Jr., that was delivered on August 28, 1963, during the March on Washington. A call for equality and freedom, it became one of the defining moments of the civil rights movement and one of the most iconic speeches in American history.

Some 250,000 people gathered at the Lincoln Memorial in Washington, D.C., for the March on Washington. The one-day event both protested racial discrimination and encouraged the passage of civil rights legislation; at the time, the Civil Rights Act was being discussed in Congress

Source : <https://www.britannica.com/topic/I-Have-A-Dream>

### Exercice autocorrectif n°2 - corrigé en fin de livret

1. En vous aidant des conseils donnés, vous avez 10 minutes pour rendre compte par écrit en français de ce que vous avez compris

2. Répondez aux questions :

- Why does King choose the word DREAM?
- Why does he mention many different places, religions, types of people?
- Would you say his message is realistic or idealistic?
- In your opinion, has King's dream become true in today's America?

## 4. Compréhension écrite

### Lisez le texte 1

#### TEXTE 1 : Black Americans mostly left behind?

- 1 On April 4, 1968, the Rev. Martin Luther King Jr. was assassinated in Memphis, Tenn., while assisting striking<sup>1</sup> sanitation workers.  
That was 50 years ago. Back then, the wholesale racial integration required by the 1964 Civil Rights Act was just beginning to chip away<sup>2</sup> [...] Black voters had only obtained legal protections two years
- 5 earlier, and the 1968 Fair Housing Act was about to become law.  
African-Americans were only beginning to move into neighborhoods, colleges and careers once reserved for whites only.  
I'm too young to remember those days. But hearing my parents talk about the late 1960s, it sounds in some ways like another world. Numerous African-Americans now hold positions of power, from
- 10 mayor to governor to corporate chief executive — and, yes, once upon a time, president. The U.S. is a very different place than it was 50 years ago.  
Or is it? As a scholar<sup>3</sup> of minority politics, I know that while some things have improved markedly for black Americans since 1968, today we are still fighting many of the same battles as Dr. King did in his day.
- 15 The 1960s were tumultuous years indeed. During the long, hot summers from 1965 to 1968, American cities saw approximately 150 race riots<sup>4</sup> and other uprisings. The protests were a sign of profound citizen anger about a nation that was, according to the National Advisory Commission on Civil Disorders, “moving toward two societies, one black, one white — separate and unequal.” [...]

- 20 In some ways, we've barely budged<sup>5</sup> as a people. Poverty is still too common in the U.S. In 1968, 25 million Americans — roughly 13 percent of the population — lived below poverty level. In 2016, 43.1 million — or more than 12.7 percent — do.
- Today's black poverty rate of 22 percent is almost three times that of whites. Compared with the 1968 rate of 32 percent, there's not been a huge improvement. [...]
- 25 From Occupy Wall Street to Black Lives Matter, many modern social movements decry the same inequality Dr. King did. [...]
- There are, of course, positive trends. Today, far more African-Americans graduate from college — 38 percent — than their predecessors did 50 years ago.
- Our incomes are also way up. Black adults experienced a more significant income increase from 1980 to 2016 — from \$28,667 to \$39,490 — than any other U.S. demographic group. [...] Progress has
- 30 been made. Just not as much as many of us would like.

Sharon Austin, Black Americans Mostly Left Behind by progress since Dr. King's death,  
The Conversation, February 7, 2018

1. protesting | 2. Decrease gradually | 3. Person who has studied | 4. Social unrest/disorder | 5. moved slightly

## HELP

### Culture tip

**Sharon Austin:** Dr. Sharon Wright Austin is a Professor of Political Science at the University of Florida and has also taught courses at the Universities of Louisville, Michigan, and Missouri-Columbia. Dr. Austin received a doctorate in Political Science from the University of Tennessee at Knoxville in 1993.

Her teaching interests are in American Government, Urban Politics, and African American Politics and her research interests are in African American mayoral elections, African American/Caribbean American political relationships, rural African American political activism, and African American political behavior.



**The 1964 Civil Rights Act:** This act, signed into law by President Lyndon Johnson on July 2, 1964, prohibited discrimination in public places, provided for the integration of schools and other public facilities, and made employment discrimination illegal. This document was the most sweeping civil rights legislation since Reconstruction.

**Legal Protection:** The Voting Rights Act of 1965, signed into law by President Lyndon B. Johnson, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution. The Voting Rights Act is considered one of the most far-reaching pieces of civil rights legislation in U.S. history.

**The Fair Housing Act of 1968:** The Fair Housing Act of 1968 prohibited discrimination concerning the sale, rental and financing of housing based on race, religion, national origin or sex. Intended as a follow-up to the Civil Rights Act of 1964, the bill was the subject of a contentious debate in the Senate, but was passed quickly by the House of Representatives in the days after the assassination of civil rights leader Martin Luther King, Jr. The Fair Housing Act stands as the final great legislative achievement of the civil rights era.

**President:** Barack Hussein Obama was elected the 44th president of the United States on Tuesday, November 4th, 2008, sweeping away the last racial barrier in American politics with ease as the country chose him as its first black chief executive.

**HELP****Culture tip (suite)**

**National Advisory Commission on Civil Disorders:** The President's National Advisory Commission on Civil Disorders—known as the Kerner Commission—releases its report, condemning racism as the primary cause of the recent surge of riots. The report, which declared that “our nation is moving toward two societies, one black, one white—separate and unequal,” called for expanded aid to African American communities in order to prevent further racial violence and polarization. It identified more than 150 riots or major disorders between 1965 and 1968 (including the deadly Newark and Detroit riots) and blamed “white racism” for sparking the violence—not a conspiracy by African American political groups as some claimed.

**Exercice autocorrectif n°3 - corrigé en fin de livret****TRAIL A**

1. Say what happened during the following dates or period of times.
  - a) 1964
  - b) 1968
  - c) from 1965 to 1968
  - d) from 1980 to 2016
2. Explain the following quote “moving toward two societies, one black, one white — separate and unequal.” (l. 18) Use these keywords: inequality – separate – color line – riots
3. Draw two columns and find elements describing the economic situation of Black Americans in the past and today.

**OU****Exercice autocorrectif n°3 - corrigé en fin de livret****TRAIL B**

1. Use the dates to explain the situation in the 60s for Black Americans
2. Describe the “two societies” (l. 18) mentioned in the article
3. Compare the economic situation of Black Americans in the past and today.

## 5. Grammar

### Préterit, present perfect et past perfect



Révissez et retenez :

#### I) Le préterit simple et continu

##### a) PRETERIT SIMPLE

SUJET + BASE VERBALE + ED

Pour les VERBES IRRÉGULIERS, apprendre la liste par cœur.

Forme interrogative :

DID + SUJET + BASE VERBALE

Forme négative :

SUJET + DID + NOT + BASE VERBALE

Ex : They bought a car. Did they buy a car? They did not buy a car

Ex : We left London in 1997. → Action passée terminée datée, sans rapport avec le présent.

##### b) PRETERIT CONTINU

SUJET + WAS/WERE + BASE VERBALE + ING

Ex : They were sleeping when I arrived. → Action qui était en train de se faire à un moment du passé, souvent interrompue par une action exprimée au préterit simple.

#### II) Le present perfect

##### a) PRESENT PERFECT SIMPLE

SUJET + HAVE/HAS + PARTICIPE PASSE

Le PARTICIPE PASSE des VERBES REGULIERS se forme en ajoutant -ED à la BASE VERBALE.

Le PARTICIPE des VERBES IRRÉGULIERS se trouve dans la 3<sup>ème</sup> colonne de la liste.

Ex : They have played → to play = verbe régulier

They have bought → to buy = verbe irrégulier

Ex : He has washed his car. → Action non datée dont je considère le bilan, le résultat dans le présent.

Ex : She has been ill since May 1<sup>st</sup>. → Action commencée dans le passé qui n'est pas terminée au moment où l'on parle, on établit un lien présent-passé.

Ex : We have just bought a new car. → Exprimer une action qui vient de se produire dans un passé récent lorsqu'il est utilisé avec « just ».

**REMARQUE :** Puisque le present perfect n'est pas un temps du passé, il ne peut pas être utilisé avec des adverbes de temps passé. Il s'emploie avec des expressions qui marquent un lien avec le présent :

- It is the first time (c'est la première fois)
- Up to now / so far ( jusqu'à maintenant)
- Before
- Never
- Already (déjà : indique que l'action a eu lieu plus tôt que prévu)

Il s'utilise avec :

- This morning
  - This afternoon
  - Today
- si ces périodes ne sont pas terminées au moment où l'on parle

**Ex :** What time is it ? It is 11 o'clock. I have typed fifty pages this morning!

Il s'utilise avec **ever** (déjà) surtout à la forme interrogative pour demander si l'action a été accomplie auparavant. Il est également utilisé avec un superlatif

**Ex :** Have you ever visited London?

Il s'emploie avec :

- Not .... Yet = pas encore
- Again = encore ( la répétition)
- Since = depuis (point de départ de l'action)
- For = depuis ( durée)

### ATTENTION :

Ne pas confondre

- ✓ He **has been** to England several times = il est allé en Angleterre plusieurs fois (il en est revenu)
- ✓ He **has gone** to England for a few days = il est parti en Angleterre pour quelques jours (il y est encore)

### b) PRESENT PERFECT CONTINUOUS

**SUJET + HAS/HAVE + BEEN + BASE VERBALE + ING**

**Ex :** I have been living in Paris since 1987. → Action commencée dans le passé qui est toujours en train de se faire au moment où l'on parle. Il est souvent accompagné de « for », « since » ou « how long ».

### REMARQUE :

A la forme négative, on emploie le present perfect simple

### III) For/since/ago

a) **FOR + DUREE** (nombre de jours, de semaines, de mois...etc)

**Ex :** For two weeks.

Il s'emploie aussi dans les expressions « for a long time » (depuis longtemps), « for ever » (depuis toujours) avec un verbe au present perfect + be + ing.

b) **SINCE + DATE** (point de départ d'une action dans le passé)

**Ex :** He has been ill since Christmas . → Il est malade depuis Noël (c'est une action commencée dans le passé qui n'est pas terminée aujourd'hui. J'emploie le present perfect en anglais mais le présent en français.

c) **AGO** (il y a dans le temps)

Il se place après le complément de temps.

**Ex :** he sent me a message two days ago. → Il m'a envoyé un message il y a deux jours.

#### IV) Le Past perfect ou pluperfect

##### SUJET + HAD + PARTICIPE PASSE

**Ex :** When I arrived they had finished their work. → Action antérieure à une action passée exprimée au prétérit simple.

a) **PAST PERFECT CONTINUOUS**

##### SUJET + HAD + BEEN + BASE VERBALE + ING

**Ex :** They had been waiting for two hours when I arrived. → Action qui était en train de se faire à un moment donné du passé.

**Ex :** It was obvious she had been eating a lot of chocolate. → Il permet d'insister sur l'activité.

#### Exercice autocorrectif n°4 - corrigé en fin de livret

##### 1. Mettez les phrases au prétérit, forme affirmative, interrogative ou négative selon le contexte.

- The story was not exciting, so I ..... it very much (to enjoy).
- Bond was tired when he entered the hotel, so ..... to bed early (to go).
- The car was not very fast, so the agents ..... late to the meeting (to be).
- The code was very sophisticated but the team..... high mathematical skills and ..... it (to have; to decipher).
- It was a funny situation but nobody ..... (to laugh).
- He speaks many foreign languages as he ..... overseas (to operate).

##### 2. Mettez les verbes au prétérit simple ou au prétérit continu

- "What.....(you/do) this time yesterday" "I was working"
- "Was your agent in the casino last night?" "Yes, and he .....(to wear) a really nice suit".
- How fast.....(you/drive) when the accident..... (to happen)?
- The code-breakers .....(to decode) the secret message when the commander (to come) to Bletchley park.
- I haven't seen Carol for ages. When I last..... (to see) her, she.....(to try) to find a position in your service.
- Somebody.....(to take) a picture of me while I.....(not/to look)
- The situation was critical. We.....(to do our best) to improve our positions.
- I.....(to walk) along the street when suddenly I..... (to hear) footsteps behind me. Somebody.....(to follow) me. I was scared and I.....(to start) running.

##### 3. Mettez les phrases au present perfect

- I/buy/ a new/car.
- Mary/go/to Africa as a volunteer-teacher.
- My dad/find/a new job.



- d) We/to meet/ Miep Gies.
- e) I/ give up/smoking.
- f) Pitt and Angelina/ already/to donate/much money to relief funds.
- g) Chrisitina/to sing/ to honor the CNN heroes.
- h) Miep/to tell/us about Anna and her family.
- i) You/ever/to meet/a true hero?
- j) The hurricane/to destroy/ the town.

#### 4. Mettez les verbes au pastperfect

- a) I went to my home town after many years. It wasn't the same as before. (it, change, a lot)
- b) He invited Jane to the café, but she couldn't come. (she/arrange/to do something else)
- c) We went to the opera last night, but we arrived late. (The opera/already/begin)
- d) I was pleased to see Nick after such a long time. (I/not/to see him for five years)
- e) My mother offered us something to eat but we were not hungry. (We/just/have/lunch)

#### 5. Complétez les phrases suivantes par for, since ou ago.

- a) The Civil Rights Movement started in 1954 with Rosa Parks. It was 65 years ... .
- b) The public has been familiar with Black Lives Matter ... 2013.
- c) The film documentary I am not Your Negro was released a couple of years ... .
- d) After the Civil War and the Jim Crow laws, African-Americans fought for equality ... over 100 years.

#### 6. Complétez par le verbe proposé au prétérit ou au present perfect.

- a) The Civil Rights Movement (start) in 1954 and (last) for more than 10 years.
- b) Human rights activists (fight) for a better world and more justice for a long time.
- c) James Arthur Baldwin (die) in France in 1987. It (be) 32 years ago.
- d) Black Lives Matter (organise) demonstrations in the USA since 2013.

## 6. Expression écrite



### « An eloquent silence » - Document iconographique -



Eric Reid and Colin Kaepernick of the San Francisco 49ers kneel during the anthem, prior to the game against the San Diego Chargers on September 1, 2016.

#### HELP

##### Culture tip

**Colin Kaepernick** (a quarterback for the National Football League's San Francisco), **Eric Reid** (an American football safety for the Carolina Panthers of the National Football League, NFL) and other athletes have decided to take a knee when the national anthem is sung. Most of them are black American athletes protesting against racism, police brutality, social injustice... It has resulted in a controversy as it is seen by many as an unpatriotic behaviour and a sign of disrespect to the national anthem.



##### Vocabulary

opportunity: chance  
 equality ≠ inequality  
 protection  
 disadvantage  
 segregation  
 issue: problem  
 challenge  
 biased: partial  
 decry: denounce  
 discriminate against  
 show prejudice against  
 improve progress  
 protest: oppose  
 threaten sbdy /θretən/

**Exercice autocorrectif n°5 - corrigé en fin de livret**

1. Focus on the background (place, people, attitudes). Present the situation.
2. Focus on the foreground. Describe the two players' attitudes and looks.
3. Discuss what is happening. Give your opinion on their action. (About 200 words)

**7. MEDIATION: From French to English****Traduction de « il y a »**

- Lieu ou description

There is + nom singulier / there are + nom pluriel

**Ex :** There is a little garden in front of the house.  
There are a lot of people.

*There/be* se combine(nt) avec tous les temps, tous les auxiliaires : *have, had*, et tous les modaux (*will, would, must, shall, should, may, might, can, could*) mais aussi avec certains de leurs "équivalents" comme *have to, ought to, used to, etc...*

**Ex :** There could be a storm during the night. (= Il pourrait y avoir une tempête cette nuit).

- Dans le temps

complément de temps + ago

**Ex :** He left school two years ago. (= Il y a deux ans qu'il a quitté l'école).

- Valeur spatiale

It is ..... from..... to

**Ex :** It is one and a quarter miles from my home to my school. (= Il y a deux kms de chez moi à mon lycée.)

**Exercice autocorrectif n°6 - corrigé en fin de livret****1. Traduisez :**

- a) Il y a trop d'impôts à payer de nos jours.
- b) Il y a trois miles de chez moi jusqu'à l'usine et nous parourions la distance à pied tous les jours.
- c) Il y a de nombreuses années qu'il est malade.
- d) Ils ont divorcé il y a vingt ans et se sont remariés cette année.
- e) Il y aurait moins de sans-abri si plus de logements étaient construits.
- f) Pensez-vous qu'il pourrait y avoir une révolution ?
- g) Il y avait un pont à cet endroit. Il a disparu !

## 8. Compréhension écrite

### Lisez le texte 2

#### TEXTE 2 : A museum to reconcile America

1 **Susan Goldberg:** The museum has been an overwhelming<sup>1</sup> success; visitors have to order tickets months in advance. To what do you attribute that passionate interest?

5 **Lonnie Bunch:** I think part of it is that so many people really wanted to understand the full history of the United States. A lot of people find this a pilgrimage<sup>2</sup>. The most amazing thing is to watch grandparents talk to grandchildren about an event they lived through or to see people cross racial lines to find common ground over<sup>3</sup> things that once divided us. It really has become a place whose time is now and whose story is so important to all of us. [...]

10 **SG:** The discussions about race in the United States right now have taken on a hard edge<sup>4</sup>, a pointed edge. Do you think that this museum is helpful in allowing people to have a place to talk?

15 **LB:** We are in a divided America, where race and issues of white supremacy are at the forefront of our conversations. I think the museum is a place that helps us explore things that are difficult, helps us explore where race matters and how it's divided us. I also think people come because they believe that by looking at the history of America through an African-American lens, they're finding moments of optimism, moments to believe that no matter how bad things are, you can effect change if you're willing to struggle and to demand America live up to its stated ideals.

20 **SG:** April is the 50th anniversary of the assassination of Martin Luther King, Jr. If Dr. King could come back, what would he think about things now?

25 **LB:** Dr. King would feel that there has been great progress. We had an African-American president. You have people like me running museums. But I think he also would be saddened by the fact that we've not found what he called "the beloved community." We've not found the community where there is economic justice. We've not found the community where race matters, but matters less. I think he would be impressed by the growth of a black middle class and also the growth in the number of African Americans going through college and being educated. He'd be pleased to see that there are better notions of integration in certain areas.

I think he'd be disappointed in that we're still so segregated in our schools, that the cities are places where often the American dream doesn't exist for many people.

**Susan Goldberg, The Race Issue,  
National Geographic Magazine, April, 2018**

1. huge | 2. visit to a special place to pay homage | 3. agree on | 4. cutting part of an knife | 5. managing



Watch the video of the interview

<https://video.nationalgeographic.com/video/magazine/00000162-0da0-dabd-a962-3fe389510000>

## HELP

## Culture tip



**Susan Goldberg:** Susan Goldberg is Editorial Director of National Geographic Partners and Editor in Chief of National Geographic Magazine. Under her leadership, National Geographic has been honored with five National Magazine Awards, including the top prize for General Excellence in 2019, and was a finalist for the Pulitzer Prize for Feature Photography in 2019 and for Explanatory Reporting in 2017. The magazine has received numerous other awards for photography, storytelling and graphics. Goldberg also has led reporting that was honored with multiple local, state and national awards, including the Pulitzer Prize in San Jose (1990/Breaking News), and a finalist for the Pulitzer at The (Cleveland) Plain Dealer (2009/Feature Writing). In March 2015, Goldberg received the Exceptional Woman in Publishing Award from Exceptional Women in Publishing.

Source : <https://www.nationalgeographicpartners.com/bios/susan-goldberg/>



**Lonnie Bunch:** Lonnie G. Bunch III is the director of the Smithsonian's National Museum of African American History and Culture. Under Bunch's leadership, the National Museum of African American History and Culture opened seven exhibitions in its gallery located in the Smithsonian's National Museum of American History, including "Through the African American Lens: Selections from the Permanent Collection." In addition, the museum's traveling exhibition, "Changing America," will be exhibited at 50 venues across the country through 2018. Bunch also established the program "Save Our African American Treasures" featuring daylong workshops where participants work with conservation specialists and historians to learn to identify and preserve items of historical value.

Source : <https://www.si.edu/about/bios/lonnie-g-bunch-iii>

**The National Museum of African American History and Culture:** The National Museum of African American History and Culture opened to the public in Washington, D.C., in 2016, and it's been a resounding success ever since, with visitors waiting months to get tickets. National Geographic Editor in Chief Susan Goldberg speaks with Lonnie Bunch, the founding director of the museum, to discuss the reasons for its success and the unique perspective it offers—a chance to look at the history and culture of America through an African-American lens.

### Exercice autocorrectif n°7 - corrigé en fin de livret

1. Give the reasons of the great success of the museum.
2. Explain the role the museum plays in reconciliation in America.
3. Identify the complex opinion Martin Luther King Jr. would have about this situation.

## 9. Improve your writing skills

### Pour écrire les nombres

Pour écrire les nombres de 21 à 99, on met toujours un trait d'union entre les dizaines et les unités.

55 = fifty-five

Le mot hundred est toujours suivi de and.

152 = one hundred and fifty-two

Hundred, thousand, million et billion sont séparés par des virgules lorsqu'ils sont écrits en chiffres. Ils sont invariables sauf quand ils sont suivis de of.

5,500: five thousand five hundred millions of people

Les nombres ordinaux sont précédés de the et terminés par th sauf 1st, 2nd et 3rd.

the 25th = the twenty-fifth

Pour les décimaux, on utilise un point (point à l'oral) entre la partie entière et la partie décimale.

12.7% = twelve point seven percent

Pour un prix, le symbole de la devise s'écrit avant le montant en chiffres ou après le montant en lettres.

\$29 = twenty-nine dollars

### Exercice autocorrectif n°8 - corrigé en fin de livret

#### 1. Écrivez les chiffres et données en lettres.

- a) 1956
- b) 63.5 %
- c) 534
- d) 22nd
- e) \$1,595
- f) 30,234
- g) 37,648,921

#### 2. Réécrivez chaque phrase en écrivant en toutes lettres les chiffres ou données entre parenthèses.

- a) The Montgomery Bus Boycott lasted (1) year and (15) days.
- b) The (14th) Amendment grants American citizenship to former slaves.
- c) Barack Obama was the (44th) American president.
- d) According to the (2017) US Census, there are (47,411,470) African Americans that is to say (14.6%) of the total American population.
- e) On (26.02.2012) George Zimmerman shot a (17) year-old African American young man called Trayvon Martin.

# Extrait de cours





# DEVOIR N°1

(à envoyer à la correction)

**Durée de l'épreuve : 2 heures**

→ **Epreuve 1 : Expression écrite (10 points)**

**Sujet :** Deliver a speech on the situation of Black Americans since the Civils Rights Movement to celebrate Black History Month. (about 250 words)

## HELP

### CONSEILS

**1. Take notes about what you have learned about the situation of Black Americans.**

**Think about the past and current issues:**

- ✓ inspirational figures,
- ✓ economic situations,
- ✓ education,
- ✓ race relations, racism,
- ✓ progress since the Civil Rights Movement.

**List your ideas and add facts and figures for each category.**

**2. Think about the structure of your speech.**

Make notes from each step of your speech (greeting the audience, exposing the situation, giving examples, thanking your audience). You can write words, not full sentences. Order your ideas in a logical way

**3. Write your speech.**

Remember to greet your audience and introduce yourself. Use "we". Thanks the audience in the end.

**Remember:**

A basic speech format is simple. It consists of three parts:

1. an opening or introduction
2. the body where the bulk of the information is given
3. and an ending (or summary).

## HELP

### Culture tip

**Black History Month** is an annual celebration of achievements by African Americans and a time for recognizing the central role of blacks in U.S. history.

1976, every American president has designated February as Black History Month and endorsed a specific theme.

Black History Month 2018 theme, "African Americans in Times of War," marks the 100th anniversary of the end of World War I and honors the roles that black Americans have played in warfare, from the American Revolution to the present day.

Source : <https://www.history.com/>

→ **Epreuve 2 : Compréhension écrite** (10 points)**Document 1**

*The narrator remembers when, as a child, she forgot the poem she had to recite in front of the congregation. All she remembered was the first line: "What you looking at me for...?"*

"What you looking at me for...?"

The children's section of the Colored Methodist Episcopal Church was wiggling and giggling<sup>1</sup> over my well-known forgetfulness.

The dress I wore was lavender taffeta, and each time I breathed it rustled<sup>2</sup>. (...) I  
 5 knew that once I put it on I'd look like a movie star. (It was silk and that made up for the awful color.) I was going to look like one of the sweet little white girls who were everybody's dream of what was right with the world. Hanging softly over the black Singer sewing machine, it looked like magic, and when people saw me wearing it they were going to run up to me and say, "Marguerite [sometimes it  
 10 was "dear Marguerite"], forgive us, please, we didn't know who you were," and I would answer generously, "No, you couldn't have known. Of course I forgive you." Just thinking about it made me go around with angel's dust sprinkled over my face for days. But Easter's early morning sun had shown the dress to be a plain ugly cutdown from a white woman's once-was-purple throwaway. It was old-lady-long  
 15 too, but it didn't hide my skinny legs, which had been greased with Blue Seal Vaseline and powdered with the Arkansas red clay<sup>3</sup>. The age-faded color made my skin look dirty like mud, and everyone in church was looking at my skinny legs. Wouldn't they be surprised when one day I woke out of my black ugly dream, and my real hair, which was long and blond, would take the place of the kinky<sup>4</sup> mass  
 20 that Momma wouldn't let me straighten? My light-blue eyes were going to hypnotize them, after all the things they said about "my daddy must of<sup>5</sup> been a Chinaman" (I thought they meant made out of china, like a cup) because my eyes were so small and squinty<sup>6</sup>. Then they would understand why I had never picked up a Southern accent, or spoke the common slang, and why I had to be forced to eat pigs' tails  
 25 and snouts<sup>7</sup>. Because I was really white and because a cruel fairy stepmother, who was understandably jealous of my beauty, had turned me into a too-big Negro girl, with nappy<sup>8</sup> black hair, broad feet and a space between her teeth that would hold a number-two pencil. "What you looking..." the minister's<sup>9</sup> wife leaned toward me, her long yellow face full of sorry. She whispered, "I just come to tell you, it's Easter  
 30 Day." I repeated, jamming the words together, "Ijustcometotellyouit'sEasterDay," as low as possible. The giggles hung in the air like melting clouds that were waiting to rain on me.

Maya Angelou, *I know why the caged bird sings*, 1969

1. wiggle and giggle (v.) = se tortiller et glousser 2. rustle (v.) = bruisser  
 3. clay (n.) = argile 4. kinky (adj.) = curly 5. of (prep.) = have (slang)  
 6. squinty (adj.) = partly closed 7. snout (n.) = museau  
 8. nappy (adj.) = crépu 9. minister (n.) = clergyman

## Document 2

In 1939 and 1940 the Clarks<sup>1</sup> conducted what they referred to as "the doll studies," in which young children were presented with two identical dolls, one with brown skin and one with pink skin. The child subjects were asked a series of questions, such as "Which doll is the good doll?" and "Which doll would you like to play with?" The final question was "Show me the doll that looks like you." African American children, the Clarks found, tended to associate positive characteristics with the pink-skinned doll and negative ones with the brown-skinned doll. When asked which doll looked like them, children often became agitated, refused to choose, broke into tears, or chose the pink-skinned doll. These results, the Clarks argued, indicated that African American children understood that they lived in a society in which their race, and therefore they themselves, were not valued. This research is widely viewed as having made a key contribution to the 1954 Supreme Court decision that held segregated public schooling to be unconstitutional. (...)

Influenced by social change and the Civil Rights Movement, major toy producers began to make black dolls in large numbers in the 1960s. Mattel introduced its first black doll, Christie, in 1968. By the late 1980s, the African American middle class had grown in both size and buying power. During this period the African American popular culture presence made a market shift towards representations of African Americans that they themselves produced. Pressured by disgruntled<sup>2</sup> consumers who did not want dolls that were little more than brown plastic poured into the same moulds used to make white dolls, toy manufacturers began to produce so-called ethnically correct dolls, which purported<sup>3</sup> to more realistically represent the features of different racial groups. While in many ways problematic, this change nevertheless represented an attempt to embrace diversity in a broad and more democratic fashion that was previously the case. (...)

More recently, the American Girl doll Addy has entered the scene. (...)

Of the thirteen historical characters offered by American doll, nine are white; Addy remains the only African American doll in the series. The message in these numbers could be interpreted as a statement that there are many ways to be white, but only one way to be African American.

Claudia Mitchell, Jacqueline Reid-Walsh,  
*Girl culture: Studying girl culture: a readers' guide*, 2008

1. the Clarks = psychologists Kenneth B. and Mamie Phipps Clark

2. disgruntled (adj.) = unhappy

3. purport (v) = pretend

**Sujet :**

- Read the two documents and pick out the similarities and the differences mentioned in both documents between the little girls' reaction. Quote from the text.
- Explain the reasons for their attitudes.

**Epreuve 3 : Compréhension orale**

**Ecoutez l'enregistrement :** "Black Live Matter Movement seeks reforms "

Un fichier est fourni avec le livret > Fichier 02

Vous avez 10 minutes pour rendre compte par écrit en français de ce que vous avez compris.

# Extrait de cours