

CLASSES DE TROISIEMES- SEMAINE 08-12 JUIN

1. CORRECTION SEMAINES ANTERIEURES

SEGREGATION HEADLINES : CORRECTION (18-22 MAI)

What was John doing? <i>He was dancing in a café...</i>	What was Malcolm X doing? <i>He was addressing a meeting in Harlem</i>	What was Martin Luther king doing? <i>He was standing on a motel balcony</i>
Then what happened? <i>white men fired shots in the windows</i>	Then what happened? <i>he was assassinated/ he fell after a barrage of shots</i>	Then what happened? <i>He was killed by a sniper</i>

LET'S RECAP: Complete :

John Earl Reese **was dancing in a café** in a café when men **fired shots in the window**

While Malcolm X **was addressing** addressing a meeting ,he **fell after a barrage of shots**

While Martin Luther King **was standing** on a motel balcony, a sniper **killed** him

Pour chacun des événements, retrouvez l'action qui était en cours (1) , et celle l'a interrompue(2).

Retrouvez ensuite la forme du verbe utilisée:

) Action en cours <i>He was dancing in a café</i> <i>He was addressing a meeting</i> <i>He was standing</i>) Action qui l'interrompt <i>White men fired shots</i> <i>He fell after a barrage of shots</i> <i>A sniper killed him</i>
Auxiliaire BE au prétérit (WAS/WERE)+ VB + -ING	VB +ED (régulier) ou Prétérit irrégulier
PAST CONTINUOUS Auxiliaire BE au prétérit + V- ING	SIMPLE PAST
On l'utilise pour des actions qui étaient en train de se dérouler dans le passé. Ce temps permet de faire un « flash-back » comme dans un film, et de s'attarder sur la scène avant qu'une autre action ne se déclenche. Il s'agit en général d'actions longues dans le récit.	On l'utilise pour des événements datés et terminés. On parle de faits ponctuels , d'actions brèves, ou soudaines dans le récit.

Exercise 1 : Match the sentences

1) <i>While Rosa Parks was sitting in the white section,</i>	C)..... <i>a white man came in the bus</i>
2) <i>While Malcolm X was addressing a meeting, ...</i>	A) <i>he fell under gun shots</i>
3) <i>John Earl Reese was dancing,</i>	E) <i>when they attacked the café</i>
4) <i>His friends were dancing</i>	B)..... <i>when white men wounded them</i>
5) <i>Martin Luther was talking to Jesse Jackson</i>	D)..... <i>when a sniper assassinated him</i>

WHILE (pendant que) + Prétérit BE +V-ING (PAST CONTINUOUS)

WHEN + Prétérit Simple (SIMPLE PAST)

Exercise 2 : PAST SIMPLE (Prétérit Simple) or PAST CONTINUOUS (Prétérit BE+ ING)? : Choose :

- Four young girls were **were getting ready** for church services when a bomb **exploded** at the Sixteenth Street Baptist Church, killing all four of the school-age girls.
- White Supremacists **killed** a postman from Baltimore while he **was protesting** against segregation.
- While a truck driver **was going** to work, four Klu Klux Klan members **stopped** him and **forced** him to jump from a bridge.
- Reverend Lee **was promoting** the right for Black people to vote when white officials **ordered** his murder.
- An old white man **chased** a young black man and **attacked** him while he **was running**.

RUBY BRIDGES – ETUDE DE TABLEAU/ EXERCICES- CORRECTION (25-29 MAI)

Partie I : Comprehension questions

- « The problem we all live with »
- Norman Rockwell
- It is considered an emblematic image because it is an important national symbol of the struggle for racial equality
- The illustration appeared in the January 14, 1964 issue of "Look" magazine
- The girl is Ruby Bridges and she was 6 years old
- The name of the school is William

Frantz Elementary school in New Orleans, Louisiana. 7) She first went to this school on November 14th 1960 8) It was difficult for her because this school was for white children and not for black children 9) She was escorted by four federal agents (policemen/marshals) 10) They boycotted the school for a year.

Partie II : Exemple de description détaillée :

OBSERVATIONS: Describe what you see.	RESEARCH: Analyse the image using research.
<p>We can see a little black girl. She is accompanied by four men. They are probably policemen.</p> <p>They are in a street, probably in town.</p> <p>A tomato has been thrown at the wall, perhaps at the little girl.</p> <p>Maybe the police are protecting her. Maybe they are arresting her.</p> <p>She is carrying books, a ruler and some pens. Maybe she is going to school.</p> <p>She is wearing a little white dress. They are wearing suits. They have yellow armbands. It is written "Deputy U.S. Marshall".</p> <p>We can see graffiti. It is written: "NIGGER" and "Klu Klux Klan". <i>An iconic image of the Civil Rights Movement in the United States, it depicts Ruby Bridges, a six-year-old African-American girl, on her way into an all-white public school in New Orleans on November 14, 1960 during the process of racial desegregation.</i></p> <p><i>Because of threats and violence against her, she is escorted by four deputy U.S. marshals; the painting is framed such that the marshals' heads are cropped at the shoulders.</i></p> <p><i>On the wall behind her is written the racial slur "nigger" and the letters "KKK"; a smashed tomato thrown at Bridges is also visible.</i></p> <p><i>The white crowd is not visible, as the viewer is looking at the scene from their point of view.</i></p> <p><i>The painting is oil on canvas and measures 36 inches (91 cm) high by 58 inches (150 cm) wide</i></p>	

Partie III : Révision grammaticale : Had to, couldn't, were able to, had to, had to.

Partie IV: Answer these questions by quoting (citer) from the text.

The Plessy v. Ferguson case really helped the blacks to get equality. Wrong -It confirmed state racial segregation laws

The Brown v. Board of Education case ordered all schools to integrate black students. Right "laws (...) to be unconstitutional"

The NAACP was an association whose function was to help black people. Right "to ensure (...) racial discrimination"

Ruby was escorted to school every day during her first year. Right "Ruby and her mother were escorted to school by four federal marshals during the first year"

When she arrived, there were many white parents demonstrating. Right "due to the chaos..."

Those parents didn't react when Ruby integrated the school. Wrong - angry white parents pulled their own children from school

All the teachers were happy to have a black girl in their class. Wrong "Barbara Henry, was the only teacher willing to accept Ruby"

Ruby quickly made lots of friends to play with. Right "the difficult experience of being ostracized. Ruby ate lunch alone and sometimes played with her teacher at recess"

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ROSA PARKS: 1 b) 2 c) 3 b) 4 a) 5 c) 6 c) 7 c)

MARTIN LUTHER KING: 1 b) 2 b) 3 b) (ERRATUM: "Martin Luther King was born in Atlanta) 4 b) 5 b) 6 a) 7 b) 8 c) 9 a) MALCOM X: 1 a) 2 b) 3 b) 4 b) 5 b) 6 a) 7 a) 8 b) 9 c) 10 b) 11 c)

2. LA FORME PASSIVE

Pour chacune des phrases suivantes, soulignez le sujet, le verbe et le complément :

- 1) ***Martin Luther King was killed by a sniper.***
- 2) ***Rosa Parks was arrested by two policemen.***
- 3) ***Malcolm X was assassinated.***
- 4) ***Two others were wounded.***

Dans les phrases 1 et 2 : Qui sont ceux qui font l'action?

Sont-ils sujets du verbe ?

Dans les phrases 1, 2, 3, 4 : Qui subit l'action ?

Sait-on qui fait l'action ?

A la forme passive : le sujet n'est pas celui.....l'action.

Il est celui qui

Que peut-on dire du verbe à la forme passive ? : Auxiliaire + Participe passé du verbe

Forme active : A sniper **killed** Martin Luther King.

Forme passive : Martin Luther King **was killed** by a sniper.

Transformez les phrases suivantes à la forme passive : Attention aux participes passés réguliers ou irréguliers !
Pour chaque phrase, soulignez le sujet, le verbe et le complément avant de commencer. Puis utilisez des flèches pour inverser comme montré plus haut.

- 1) *Two Negro men murdered Malcolm X.*
- 2) *White men fired shots .*
- 3) *Martin Luther King organized peaceful protests.*
- 4) *The Klu Klux Klan lynched young black men.*
- 5) *The law forbid interracial marriages.*
- 6) *Protesters broke the White House gates.*

Transformez ces phrases à la forme active, attention aux temps !

- 1) *Segregation was abolished by the Supreme Court*
- 2) *Cities are burnt by rioters.*
- 3) *Colored people are beaten by the police.*
- 4) *Barack Obama was elected by the American people*

- 5) *Slavery was abolished by the USA in 1865*
- 6) *Today violence is recorded by smartphones.*

George Floyd death: Violence erupts on sixth day of protests

1 June 2020

Violence has erupted in cities across the US on the sixth night of protests sparked by the death in police custody of African-American George Floyd.

Dozens of cities imposed curfews, but many people ignored them, leading to stand-offs and clashes.

Riot police faced off with protesters in New York, Chicago, Philadelphia and LA, firing tear gas and pepper bullets to try to disperse crowds.

Police vehicles were set on fire and shops were looted in several cities.

The country is experiencing the most widespread racial turbulence and civil unrest since the backlash to the assassination of Martin Luther King in 1968.

The outpouring of anger began last Tuesday, after a video showed Mr Floyd being arrested in Minneapolis and a white police officer continuing to kneel on his neck even after he pleaded he could not breathe and fell unconscious.

www.bbc.co.uk

- 1) Underline the passive sentences: *Retrouvez et soulignez les phrases à la forme passive dans le texte*
- 2) Transform these sentences : *Transformez ces phrases à la forme passive*
Dozens of cities imposed curfews :
Many people ignored them :
A video showed Mr Floyd :
- 3) Work on vocabulary : find in the text : Don't use a dictionary!
Trouvez les mots suivants dans le texte, N'utilisez pas de dictionnaire !

VERBS	NOUNS
Perdre connaissance :	Des foules :
Affronter :	Des couvre-feux :
Incendier :	Des gaz lacrymogènes :
Piller :	Des troubles civils :
Commencer:	Le contrecoup/ la réaction :
S'agenouiller:	Des confrontations :
Respirer :	Des heurts :
Mener :	En garde à vue :
Tirer des coups de feu :	Le déversement de colère :
Déclencher :	Son cou :
Essayer :	Des balles :
Supplier, implorer :	Des protestations :
	La police anti-émeutes :

- 4) Find in English : You can use a dictionary. *Trouvez le verbe en anglais puis le nom qui lui correspond:*

	Verb	Noun
Se reposer		
Verser		
S'étendre / se propager		
Tomber		
Mourir		
Montrer		