

# RULE THE GRAMMAR!

## LA VOIX PASSIVE

- À la voix active, on met l'accent sur l'agent, c'est-à-dire celui qui fait l'action :

*The planters are treating the slaves badly.*

- À la voix passive, on met l'accent sur l'action. On utilise toujours l'auxiliaire *be* et le verbe au participe passé.

*The slaves are treated badly.*

On peut toujours réintroduire l'agent :

*The slaves are treated badly by the planters.*

- C'est le même fonctionnement quel que soit le temps utilisé.

*The slaves were shipped from Africa to America.*

*The slaves have been shipped from Africa to America.*

*The slaves will be shipped from Africa to America.*

- Certains verbes comme *ask, show, tell, teach, offer, send, lend*, etc. se construisent avec deux compléments directs. On appelle cela la double complémentation :

complément 1  
Tom gave me some money.  
complément 2

On peut avoir : *Some money was given to me.*

Ou, de manière plus fréquente en anglais:

*I was given some money.*

En français, on est obligé d'avoir recours à la structure en "on": *On m'a donné de l'argent.*

→ P.303

## LA PERMISSION ET L'OBLIGATION DANS LE PASSÉ

- Pour exprimer la permission (ou l'interdiction), on utilise *may, can* ou *be allowed to*.

*You may not leave the plantation!*

*You're not allowed to leave the plantation.*

*You can't leave the plantation!*

Au discours indirect	Au passé
<i>He was told he couldn't leave the plantation. He was told he wasn't allowed to leave the plantation.</i>	<i>Slaves were not allowed to own land. Slaves couldn't own land.</i>

- Pour exprimer l'obligation, on utilise *must* ou *have to*.

Au discours indirect	Au passé
<i>He was told he had to work harder.</i>	<i>Slaves had to work all day long.</i>

→ P.293

★ **1. Copy out the following text. Underline the verbs in the passive voice and circle the agent in a different colour.**

I was shocked when I realised she had escaped. She'd been beaten by the Master so many times in the past. I had been whipped myself but I was used to it. She wasn't. I was taken aback when I discovered how clever she had been. Her window had been broken and the fence had also been destroyed. She had done a good job of it all!

★ **2. Put the sentences in the passive voice as shown in the example. You don't have to repeat the agent.**

*Slave-dealers sold slaves for decades.*

→ *Slaves were sold for decades.*

- A. Planters beat slaves on a regular basis.
- B. Black slaves invented the Blues on cotton plantations.
- C. White owners didn't allow mixed marriages.
- D. The foreman forced the slaves to work until they collapsed (*s'effondrer*).
- E. Plantation owners didn't give their slaves much rest.

★ **3. Put the following sentence in indirect speech as shown in the example:**

*You must work harder. (He / Jim) →*

*He told Jim he had to work harder.*

- A. You must get up early. (She / Tom)
- B. You mustn't sing while working. (The owner / Paul)
- C. You must do as you're told. (Mr Foster / Them)
- D. You must stop complaining about life. (Jennifer / Peter)

★ ★ **4. Put the sentences in the past tense as shown in the example.**

*A slave may stay at home if he is seriously ill. →*

*A slave was allowed to stay at home if he was seriously ill.*

- A. Male and female slaves can get married and have children.
- B. Slaves may not leave the plantation without permission.
- C. Slaves may not talk unless they are invited to do so.
- D. Slaves may not own land.
- E. Slaves may attend mass (*messe*) on Sundays.

★ ★ ★ **5. Put the sentences in the passive voice as shown in the example. Be careful! The verbs used have two complements.**

*He taught his slaves a lesson they never forgot. →*

*His slaves were taught a lesson they never forgot.*

- A. The owner asked his slaves to work harder. The slaves...
- B. Slave dealers sent slaves thousands of miles away from their homes. Slaves...
- C. He showed the runaway what was going to happen to him. The runaway...
- D. Some rich families sometimes gave their slaves a present at Christmas. The slaves...
- E. Slave owners often lent their slaves to their neighbours. The slaves...

★ ★ ★ **6. Translate the sentences using the passive voice.**

- A. On faisait travailler les esclaves du lever au coucher du soleil.
- B. Ils étaient fouettés quand ils n'obéissaient pas.
- C. Les esclaves étaient parfois privés de nourriture.
- D. Les enfants étaient souvent séparés de leurs parents.
- E. Les esclaves étaient soumis à de durs traitements.

**7. Interactive test! What is your score?**



## Quote challenge

- ★ 3 sentences
- ★ ★ 4 to 6 sentences
- ★ ★ ★ 7 sentences and +

Which quote best sums up what you've learnt? Justify!

"Never forget that we were enslaved in this country longer than we have been free. Never forget that for 250 years black people were born into chains – whole generations followed by more generations who knew nothing but chains."

Ta-Nehisi Coates  
(American author)

"Those who deny freedom to others, deserve it not for themselves."

Abraham Lincoln

"Slavery is the next thing to hell."

Harriet Tubman  
(American abolitionist)

# CHOOSE YOUR PROJECT!

## YOUR PROJECT #1



The *National Museum of African American History and Culture* in Washington, D.C. is planning to hold a temporary exhibition on slavery: “A People’s Journey, A Nation’s Story”. Create your own selection of artwork on slavery and its legacy, then defend your choice to be part of the exhibition!

**STEP 1** Choose 4 pieces of art (paintings, sculptures, songs, photographs, films) from your textbook, or find other artwork. You want them to be all linked together in some way.

**STEP 2** Describe each document and give brief information about the artist (origins, education, personality...).

**STEP 3** Explain the link between each work of art and the history of slavery.

**STEP 4** End your speech on the importance of slavery remembrance, and why your selection needs to be part of the exhibition.

### TIPS

- Speak with enthusiasm and energy!
- Check the pronunciation.
- Pause between sentences for clarity.
- Your presentation must last at least 1’30”.
- Present the artwork using a slide show or posters.

OR

## YOUR PROJECT #2



Your school is taking part in *Emancipation Day*, a holiday in Washington, D.C. marking the anniversary of Lincoln’s Emancipation Act in 1862. Create the fictional front page of an abolitionist newspaper on the day after Lincoln’s Emancipation Act, to make people aware of the history of slavery in America.

**STEP 1** Gather information for your main article. Use documents from the unit and do some research on the legacy of slavery.

**STEP 2** Write the main article: describe the impact of Lincoln’s decision on America and explain why the proclamation is a success for the nation. You can add a powerful illustration with a relevant caption.

**STEP 3** Write a side article: the testimony of a slave who has just been released. You can use quotation marks or build it like an interview with questions and answers.

**STEP 4** Put together the front page of your newspaper! Use the template on [Worksheet n° 71](#).

### TIPS

- Choose a short and catchy title for your main article.
- Explain what will change in the US: consequences for the slaves, the Civil War, the country’s values...
- Do not forget to quickly present the ancient slave (name, age and place).
- Make sure to correctly use *may*, *can* or *be allowed to* in the past.

Get Ready for your Exam!

## UNIT 24

## Évaluation

## Compréhension de l'oral

"The importance of preserving Native culture"

MP3 n°143

Listen to the audio recording three times and recap what you have understood.

## Expression écrite

Choisissez l'un des deux sujets.

**Sujet 1 :** How do you react to the following sentence:  
*"Children need to be considered. They need people guiding them, loving them. They need opportunity. They need people to help them grow."*

**Sujet 2 :** You apply for an internship at the Cheyenne River Youth Project. Write the letter of application.

## UNIT 25

## Évaluation

## Compréhension de l'oral

"Australian Aborigines and the land"

MP3 n°144

Listen to the audio recording three times and recap what you have understood.

## Expression écrite

**Sujet 1 :** As a land rights advocate, you write a letter to the Australian government to raise awareness about the difficulties met by Aborigines in preserving their heritage.

**Sujet 2 :** Write an article for the Northern Territory website to urge tourists not to climb Uluru, Australia's most sacred site. This ad will illustrate your article.

## Please don't climb

We, the *Anangu* traditional owners, have this to say  
*Uluru is sacred in our culture. It is a place of great knowledge.  
 Under our traditional law climbing is not permitted.*

**This is our home:** As custodians, we are responsible for your safety and behaviour. Too many people have died or been hurt causing great sadness.

**Please don't climb:** We invite you to walk around the base and have a deeper understanding of this place.

## UNIT 26

## Évaluation

## Compréhension de l'oral

"Remembering the past"

MP3 n°145

Listen to the audio recording three times and recap what you have understood.

## Expression écrite

Choisissez l'un des deux sujets.

**Sujet 1 :** How important is it not to forget the horrors of the past and to share a collective memory?

**Sujet 2 :** You have just visited the Smithsonian National Museum of African American History. Leave a message in the museum's guest book: say how important this museum is to keeping collective memory alive.

## UNIT 26

## Évaluation

The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, which I am yet at a loss to describe, nor the then feelings of my mind. When I was carried on board I was immediately handled, and tossed up, to see if I were sound<sup>1</sup>, by some of the crew; and I was now persuaded that I was got into a world of bad spirits, and that they were going to kill me. Their complexions too differing so much from ours, their long hair, and the language they spoke, which was very different from any I had ever heard, united to confirm me in this belief. Indeed, such were the horrors of my views and fears at the moment, that, if ten thousand worlds had been my own, I would have freely parted with them all to have exchanged my condition with that of the meanest slave in my own country. When I looked round the ship too, and saw a large furnace of copper boiling, and a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate, and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted.

When I recovered a little, I found some black people about me, who I believed were some of those who brought me on board, and had been receiving their pay; they talked to me in order to cheer me, but all in vain. I asked them if we were not to be eaten by those white men with horrible looks, red faces, and long hair? They told me I was not; [...]. Soon after this, the blacks who brought me on board went off, and left me abandoned to despair. I now saw myself deprived of all chance of returning to my native country, or even the least glimpse of hope of gaining the shore, which I now considered as friendly: and I even wished for my former slavery in preference to my present situation, which was filled with horrors of every kind, still heightened by my ignorance of what I was to undergo. I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life; so that with the loathsomeness of the stench<sup>2</sup>, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, Death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged<sup>3</sup> me severely. [...] I found some of my own nation, which in a small degree gave ease to my mind. I inquired of these what was to be done with us? They gave me to understand we were to be carried to these white people's country to work for them.

Olaudah Equiano, *Life on Board*, 1789

1 en bonne santé • 2 very bad smell • 3 fouetter

### Compréhension de l'écrit

- A. Who is the narrator?
- B. What moment of his life does he tell us about?
- C. What were his feelings at that moment? Why?
- D. According to you, why did the crew force the slaves to eat?

### Expression écrite

Choisissez l'un des deux sujets.

**Sujet 1 :** Write a sequel to this passage.  
Imagine what happens to the narrator next.

**Sujet 2 :** The Smithsonian National Museum of African American History is preparing an opening ceremony for Black History Month. This year's focus will be "life onboard slave ships".  
Write a speech to denounce slavery.