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# 1 A Love-Hate Relationship?

*How has the relationship between the two countries evolved?*

## 1 A successful integration

**A. Brainstorm.** What do you know about India's history?

**B.** Read the quote below and observe the still on the left page. What do they tell about the history of India?

**C.** Describe the picture on the right and read the caption. What evolution do you notice? What does it reveal about the relationship between the two countries?



"It is impossible and inconceivable and undesirable to think in any other terms but in terms of the Republic of India."

Jawaharlal Nehru,  
former Prime Minister of India (1889-1964)



Diwali, Trafalgar Square, London

### HELP!

#### Nouns

- decolonisation
- freedom fighter
- imperialism

#### Adjectives

- determined = strong-minded
- independent

#### Verbs

- be defeated
- be enslaved
- be exploited

## 2 Little Punjab

**A.** Watch the video and take notes. Be ready to present Little Punjab.

**B. Have your say.** Would you like to visit this area of London? Justify.

**C. Go further.** Is Little Punjab a good example of successful integration?

VIDEO N°08



## YOUR TURN! 3 Street interview

**Groupwork.** You are a journalist for Channel 4. Interview people in Little Punjab to find out their opinion on how Indian culture has been infused with British culture.

## 2 A Tumultuous History

*How did the British Empire benefit from the colonisation of India?*

### 1 The history of the East India Company

A. Groupwork. Look at the still and describe it.

Then watch the video.

- Group A takes notes about the creation of the company (dates, people, countries).

- Group B takes notes about the reasons that led to the trade (items, places) and its evolution.

B. Share your findings and sum up the video.

C. Go further. Explain how this company shaped the future of Great Britain and India's relationship. Turn to [Worksheet n°07](#) for help.

VIDEO N°09



### 2 The Raj Empire

A. Observe the photo. What can you say about the woman's attitude towards the man? What does it reveal about the colonisers' feelings towards Indians?

B. Read the text. Where does the scene take place and who are the protagonists?

HELP!

- contemptuous
- scornful: hautain(e)
- despise: mépriser
- mingle = mix with

C. Now, focus on the characters' opinions on Indians. How do they treat them?



Ronny was in high spirits. The request struck<sup>1</sup> him as comic, and he called out to another passer-by: "Fielding! How's one to see the real India?"  
"Try seeing Indians," the man answered, and vanished.  
<sup>5</sup> "Who was that?"  
"Our schoolmaster—Government College."  
"As if one could avoid seeing them," sighed Mrs Lesley.  
"I've avoided," said Miss Quested. "Excepting my own servant, I've scarcely<sup>2</sup> spoken to an Indian since landing."  
<sup>10</sup> "Oh, lucky you."  
"But I want to see them."  
She became the centre of an amused group of ladies. One said: "Wanting to see Indians! How new that sounds!" Another: "Natives! Why, fancy!" A third, more serious, said: "Let me  
<sup>15</sup> explain. Natives don't respect one any the more after meeting one, you see."  
"That occurs after so many meetings."  
But the lady, entirely stupid and friendly, continued: "What

I mean is, I was a nurse before my marriage, and came across  
<sup>20</sup> them a great deal, so I know. I really do know the truth about Indians. A most unsuitable position for any English woman—I was a nurse in a Native State. One's only hope was to hold sternly aloof<sup>3</sup>."

"Even from one's patients?"

<sup>25</sup> "Why, the kindest thing one can do to a native is to let him die," said Mrs Callendar.

"How if he went to heaven?" asked Mrs Moore, with a gentle but crooked<sup>4</sup> smile.

"He can go where he likes as long as he doesn't come near me. They give me the creeps."

<sup>1</sup> (ici) sembler • <sup>2</sup> à peine • <sup>3</sup> se tenir à l'écart • <sup>4</sup> en coin

*A Passage to India,*  
E.M. Forster, 1924



## 3 History through films

**Groupwork.** Each group watches one of these trailers: *Confident Royal* (2017), *Gandhi* (1983) and *Viceroy's House* (2017). Take notes using [Worksheet n°08](#). Share your findings with your classmates.

## 4 Gandhi's speech

- A.** Read the text. What fundamental conclusion did Gandhi come to? What main argument did he use to encourage people to follow him?  
**B. Go further.** Read another excerpt of Gandhi's speech on [Worksheet n°09](#) and answer the questions.

### HELP!

- partition: séparation
- greed: avidité, avarice
- ties = bonds: liens

I believe that in the history of the world, there has not been a more genuinely<sup>1</sup> democratic struggle for freedom than ours. [...] The people make no distinction between British imperialism and the British people. [...] It is most dangerous.

5 It means that they will exchange one slavery for another. We must get rid of this feeling. Our quarrel<sup>2</sup> is not with the British people, we fight their imperialism. [...] Here is a mantra, a short one, that I give you. You may imprint it on your hearts and let every breath of yours give expression 10 to it. The mantra is: 'Do or Die'. We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery.

1 sincerely • 2 fight

*Quit India speech,*  
Gandhi, 8 August 1942



## YOUR TURN! 5 From colonisation to cooperation

### A. Groupwork.

- Group A: Watch the interview of Shashi Tharoor and take notes about how he feels about colonisation
  - Group B: Listen to Theresa May's speech on  Take notes about the commercial ties and the values both countries share.
- B.** Share your findings with your classmates. Write an article about the evolution of the two countries' relations.

### VIDEO N°10



British PM Theresa May and Indian PM Narendra Modi, Nov. 2016

### HELP!

#### Adjectives

- emerging
- developing

#### Verbs & expressions

- do business with
- make money from
- make friends with
- trade with

# High Hopes in Great Britain

*What opportunities do Indians have in Great Britain?*

## 1 Discovering Sheffield

A. Read part 1. Who is the main character? What do we learn about him (relationships, expectations)? Where does the scene take place? Turn to [Worksheet n°10](#) for help.

B. Read part 2. What are the changes on the landscape? C. Compare both parts and imagine the main character's feelings. Is the end positive? Turn to [Worksheet n°10](#) for help.

### Part 1

“**I**f I find work for you there will you come?” Randeep asked. Avtar laughed. ‘I’ll come swimming in boiling waters if that’s where the work is.’ Massiji passed Randeep a food parcel for the journey and some money, which he tried to resist. ‘Just take it,’ she said. ‘And if there are any problems you come straight back, acha?’ He pushed against the turnstile<sup>1</sup> and onto the platform, waving from the door then stepping up into the carriage, walking through, lugging his shiny leather suitcase behind him, and, as Jimmy bhaji had advised, not staring at any of the other passengers. The train juddered<sup>2</sup> out of the station and into the mechanical sprawl of London: cranes<sup>3</sup>, pulleys, industrial lifts; then suburbs, the charmless wet platforms of one outpost after another. Only when they reached a station called Leicester did Randeep experience a change in his spirits. He was used to nice things, nice surroundings, and here were flat green fields, cows, palmsized<sup>4</sup> villages in the far distance.

The view grew more beautiful still when, some two hours from London, the landscape changed again: hills, tumbling clouds, a church with a strangely twisted spire<sup>5</sup>. He smiled. It was all so — he thought hard — so civilized. An image came to mind, of his father before the illness, still writing reports at his desk while the rest of the family slept. It was a time when he thought his father could withstand anything; an innocent time whose return he pined for<sup>6</sup>. He put Massiji’s food parcel aside and by the time the train pulled into Sheffield, thirty-five minutes late, he still hadn’t touched it. The station impressed him. It wasn’t as draughty<sup>7</sup> as the London ones, and seemed cleaner, airier. This Sheffield must be a good city. He wondered why he’d never heard of it.

1 tourniquet • 2 vibrer • 3 grues • 4 petits • 5 flèche (église) • 6 se languir • 7 windy

### Part 2

**A**s he studied the electronic departure boards, he saw someone by the payphone, holding a piece of cardboard bearing Randeep’s name. He was a short man with a goatee, receding spiked-up hair, and a busy, impatient look about him. Randeep took up his suitcase. ‘Virender bhaji?’ The man stopped his whistling. ‘Randeep?’ He screwed up the cardboard and threw it over his shoulder. They shook hands. ‘Good trip?’ ‘I’m really happy to be here. What a beautiful city you have.’ Virender looked surprised. ‘Hold that thought.’ The van ride took them out of the city and onto elevated roads that wound through narrow, boarded-up, wretched<sup>8</sup>-looking streets. ‘Mostly clearance at the moment,’ Virender was saying. ‘Decluttering<sup>9</sup> sites,

blah de blah. But I’ve got my eye on a new contract soon. A hotel, fingers crossed.’ ‘I have a friend who came with me if you need more help.’ Virender bhaji ignored him. Perhaps he heard this a lot. ‘You’ll be all right digging up rocks and shit, yeah?’ He reached over and shook Randeep’s shoulder. ‘Put some muscle on those bones! You’re like a stick! Ronny the stick!’

8 misérable • 9 désencombrer

*The Year of the Runaways,*  
Sunjeev Sahota, 2015



## 2 Thriving Indians

- A. Describe the photo. How is it related to the title?
- B. Skim through the article. What is the main topic?
- C. Focus on the data. Why can you say Indians are thriving in the UK?
- D. Define "the British Dream" in your own words.
- E. Go further. What influence have Indians had on Great Britain?



In many respects, the Indian diaspora has lived the ultimate British Dream. In common with many immigrant communities, Britain has provided them with somewhere to build a new life and secure

5 better prospects for their families. Indian parents have worked long hours and made sacrifices so that their children can enjoy a better future.

The majority came to these shores as refugees or economic migrants and have, almost universally, prospered in a single generation. Migrants, as a group, are people who are prepared to uproot<sup>1</sup> themselves, who want to improve their lives. In Britain they found a generous-spirited nation that welcomed new talent, applauded personal

10 responsibility and rewarded wealth creation. [...]

One of the most eye-catching data points from the new Cabinet Office website of Ethnicity Facts and Figures is a breakdown of household income<sup>2</sup>, revealing that 35 per cent of British Indians earn £1,000 or more a week compared to a national average of 24 per cent in the same top income bracket. The Indian diaspora has also invested heavily in education and the results are evident here too. Department of Education rankings show that 15 Indian pupils, alongside Chinese, have the highest attainment throughout school, make the most progress and are the most likely to stay in education and go to university.

But the Indian influence goes well beyond monetary measurement or educational league tables. Large swathes<sup>3</sup> of London, from Southall to Wembley and Upton Park, and now even Mayfair, have benefited from the entrepreneurial drive of the Indian community. The strong family business ethos<sup>4</sup> has spurred urban regeneration, 20 reviving countless high streets and business parks across the capital — not forgetting the massive cultural contribution to food, music, cinema, dance and fashion, all of which is being marked throughout 2017 by the UK-India Year of Culture, launched by the Queen at Buckingham Palace earlier this year. [...]

Equally important, British Indians see themselves as a "Living Bridge", to use the words of Indian Prime Minister Narendra Modi, between the world's largest democracy and the world's oldest.

1 déraciner • 2 revenu • 3 zones • 4 idéologie

Lord Jitesh Gadhia, [REDACTED], 20 October 2017

## 3 Britain's Got Talent: Bollywood Fusion

VIDEO N°11

- A. Watch the video and take notes about the artists (age, group, style, reasons for success and ambition).
- B. Have your say. What do you think about their project?

HELP!

### Nouns

- growth
- development
- success ≠ failure

### Adjectives

- formidable
- impressive

### Verbs

- fit in: s'intégrer
- thrive: réussir, prospérer /θrəv/



AXE 1

33

# 4 Cultural Coexistence

How do Indian and British cultures coexist?



## 1 Being Anglo-Indian

A. Listen to Nikhil talk about being bicultural on [MP3 n°12](#). Take notes about his origins, family and opinion on his culture.

B. According to him, is it a good thing to be bicultural?

C. Look at the cartoon. What does it say about second generation Indians?

D. **Have your say.** Do you share Nikhil's point of view on biculturalism?

E. **Go further.** Can you embrace different cultures without losing your heritage?



### HELP!

#### Nouns

- dignity
- pride: fierté
- scorn: dédain

#### Verbs & expressions

- be proud of sth
- have mixed feelings : être partagé(e)
- show contempt for: mépriser
- stigmatise

## 2 How do some Indians feel about the Brits

Listen to the testimony on [MP3 n°13](#) and focus on the reasons given by

Kusuma for loving or hating the Brits.

## 3 Beyond the label

A. Look at the photo. What can you guess about her (job, personality...)?

B. Read the text and explain the term

BME and her opinion about it.

Do you agree? Why (not)?

London: a prominent British Indian MP in the UK Parliament has rejected labels<sup>1</sup> attached with black, minority and ethnic population, calling them "patronising<sup>2</sup> and insulting".

<sup>5</sup> Conservative party MP, who was the first Indian-origin member of the UK Cabinet until she resigned last year, said that she made it clear to her political colleagues and civil servants<sup>3</sup> that she does not like the term Black Minority Ethnic (BME).

"I don't like the labelling of people. I don't like the term BME. I'm British first and foremost because I was born in Britain," she was quoted as saying by BBC.

"I challenge all my colleagues in the Conservative Party and in Westminster: Don't label me as a BME. I've said that to people in the Cabinet. I've said that to civil servants. I think it's patronising and insulting," she said.

The 45-year-old former international development minister said the term was

<sup>15</sup> "totally unhelpful because we are people and everybody wants to be recognised for their individual merits".

The MP who represents Witham in Essex also expressed doubts over whether the UK could one day have a minority ethnic incumbency<sup>4</sup> in 10 Downing Street.



Priti Patel, 2018

<sup>1</sup> étiquettes • <sup>2</sup> domineering • <sup>3</sup> fonctionnaires • <sup>4</sup> fonction

## 4 “I am from Wolverhampton”

- A. Read the text and compare the two characters' opinions about their culture.  
 B. Turn to **Worksheet n°11** for a detailed reading exercise.

C. Go further. What does this excerpt show about Indians' integration in Great Britain?

**T**hat afternoon, with my head throbbing, I didn't have the stamina for such a showdown so ended up hovering around the taxi rank, variously pretending I was waiting for someone, pretending I was taking vital phone calls, and trying to catch glimpses of drivers' faces without actually catching their eye, until I was certain my driver wasn't an uncle or a brother-in-law. He was, however, inevitably, a member of the world's fifth largest organised religion. Couldn't have been any more Sikh<sup>1</sup>, in fact: pictures of all ten gurus sellotaped on to the dashboard: incense sticks dangling out of air vents; a pair of miniature boxing gloves bearing the Sikh khanda hanging from the driving mirror. Moreover, his turban was Khalistan orange, suggesting militancy. And if he was anything like my militant Sikh relatives who also drove taxis for a living, there was a possibility he was carrying a 'ceremonial' sword under his seat for protection, though I tried not to think about this as we pulled away, instead just tried to wallow<sup>2</sup> in the happy fact that he barely grunted in acknowledgement when I announced my destination. Sweet silence ...

... until the Ring Road, when he was suddenly overwhelmed by the loneliness of the short distance cab driver and the intercom sign flickered into life.

'SO WHERE YOU FROM THEN'

I dread this question in London cabs, because it usually means me replying: 'Wolverhampton'... and the London cabbie responding with: 'Ha. I mean. Where are you from originally?' I will then say: 'I'm originally from Wolverhampton.' The cabbie will say: '-'

I will then say: 'You want to know which country my parents are from?'

The cabbie (usually pretty uninterested by now) will say: 'Yeah.' 'They are from the Punjab, in north India.'

'When did they come here?'

'Erm... dunno.'

'Why did they come here?'

'Dunno.'

The remainder of the journey invariably passing in awkward silence.

While the categories and vocabulary differ in Wolverhampton,

I dread<sup>3</sup> the conversation for the same reason: because the cabbie's aim is to pigeonhole<sup>4</sup> and classify.

'I'M FROM LONDON.' I shouted back in bad Punjabi.

'Ki?'

I repeated myself, louder, more slowly, but in English.

'You don't speak Punjabi then?' he asked in Punjabi.

'Hahnji, I do,' I said in bad Punjabi. 'Just out of practice.' The rear-view mirror framed only one eye but I could tell his glare was one of disdain. 'So where you from originally?' he continued in Punjabi. Regardless<sup>5</sup>.

'I am originally from Wolverhampton,' I said in bad Punjabi. 'I mean... which pind? Your father's village?' I really should have known the answer to the question. The nature of Sikh migration from the Punjab into Britain — some villages were transposed, complete with their broiling caste strife, en masse — means I grew up hearing names of villages being bandied about. I even spent a fortnight at my father's home in India during one of my university holidays. But so intense was my boredom during this trip — my extended family's interest in me limited to asking how much I might earn on graduation, when I was going to get married and, in the case of my male cousins, whether English girls were easy — that I developed a mental block on the name.

'Can't remember,' I admitted eventually, in bad Punjabi. The cabbie rolled his eyes. At least, he rolled the one eye I could see.

'I think my father's village is somewhere near Jalandhar,' I added, realizing as soon as I'd uttered the words that they were as helpful as saying a town was 'somewhere in the vicinity of London'.

The end of the cabbie's moustache twitched<sup>6</sup>. I knew what he was thinking: idiot bilayati, doesn't know anything about his own culture. I glowered back in a way that intended to convey: you're in England now, make some kind of effort to learn the language of your new home — before developing a sudden and keen interest in the view from the window. We were travelling down from the town centre to my parent's suburb in the south of the town via the Dule Road, a corridor lined with Indian doctors' surgeries, Indian sweet shops, two Sikh temples — one for the Jat (farmer) caste I belong to, the other for those of the Chamar caste — Indian supermarkets, Indian barber shops, Indian insurance brokers and Indian jewellery shops. You could, if you lived here, never deal with anyone who wasn't Indian. And my parents rarely do.

<sup>1</sup> monotheistic religion from the Punjab region • <sup>2</sup> s'apitoyer • <sup>3</sup> redouter • <sup>4</sup> cataloguer • <sup>5</sup> sans s'en soucier • <sup>6</sup> tressaillir

**The Boy with the Topknot,**  
Sathnam Sanghera, 2009





# OPEN YOUR EARS!

## PHONOLOGY

### 1. La prononciation de la lettre « o »

- Lisez les mots ci-dessous et classez-les en fonction de la prononciation de la lettre **o**.

pop	company	choke
months	possible	office
note	Monday	sometimes
vote	trot	problem
not	wonder	home
evoke	hot	broke

/ɒ/	/əʊ/	/ʌ/
...	...	...

- Écoutez les mots pour vérifier vos réponses.



- Déduisez les règles :

- Quand **o** est suivi de deux consonnes, ou d'une consonne en fin de mot, il se prononce ...
- Quand il est suivi d'une consonne et de la lettre **e**, **o** se prononce ...
- Parfois, la prononciation de **o** est irrégulière et donne ...

- Réécoutez le témoignage de Kusuma (p. 34) et répondez aux questions ci-dessous. MP3 n°13

- Dans quels mots **o** est-il prononcé comme dans *pop* /ɒ/ ?
- Dans quels mots **o** est-il prononcé comme dans *note* /əʊ/ ?
- Dans quels mots **o** est-il prononcé /ʌ/ ?
- Comment sont prononcés les mots se terminant en -or ?
- Quels sont les mots qui ne suivent aucune de ces règles ?

### 2. L'intonation dans la phrase interrogative

- Écoutez ces phrases interrogatives. Que remarquez-vous ?



MP3 n°15

*How long have you lived in London?  
What do you think about multiculturalism?*

- Récapitulons :

Les questions qui commencent par un mot en *wh*- (*what, when, why...*) ou par *how* ont généralement une intonation descendante.

- Entraînez-vous à répéter ces questions et inventez-en d'autres.

## TRAVEL WITH ACCENTS!

Le hinglish est une variété entre l'anglais et le hindi. C'est de l'anglais avec une prononciation parfois différente.

### 1. Écoutez ce passage lu par une locutrice indienne. Puis écoutez-le lu avec un accent britannique en faisant particulièrement attention à la prononciation.



MP3 n°16

*Well, you will also hear some Punjabi music playing on the streets of Southall.*

*Let's meet Sunny. He really loves Punjabi music and has a store in Southall where he sells all the Punjabi songs.*

MP3 n°17



### 2. Quelles différences entendez-vous ?

- Que remarquez-vous concernant le rythme ?
- Que remarquez-vous à propos de la prononciation de /w/ et de /v/ ?
- Comment le nom « *Sunny* » est-il prononcé dans chaque enregistrement ?

## AUDIO MYSTERY

Listen to the audio  18. Follow the instructions to find the mystery word.



- Audio words
- MP3
- Interactive Test

# SPICE UP YOUR VOCABULARY

Use the vocabulary below to create your own mindmap and add more words if necessary!

## Adjectives

- contemptuous
- democratic
- emerging
- impressive
- independent
- multicultural
- prominent
- respectful
- strong-minded = determined
- successful = thriving /aɪ/
- tumultuous /tʃu'mʌltjuəs/
- undesirable

## Verbs

- be defeated /dr'fi:tɪd/
- be enslaved
- benefit from / take advantage from
- despise / look down on / feel superior
- do business with / trade with
- exploited
- fit in
- grow = develop
- have mixed feelings
- impact
- make history
- make money
- mingle with = cohabit
- recognise
- thrive

## Nouns

- acculturation /ək'kʌltʃə'reɪʃən/
- activist
- bravery = courage
- cargo = shipment
- colonisation /kələ'nar'zeɪʃən/ ≠ decolonisation
- commerce = trade
- the Commonwealth
- conquest /kən'kwest/
- cooperation
- dignity /'dɪgnəti/
- division /dɪ'veɪʒən/ = separation
- exchange
- freedom fighter
- fulfilment = achievement
- greed /i:/
- growth = development
- impact
- imperialism
- independence
- integration /ɪnt'regræʃən/
- leader /i:/
- partition /pa:tɪ'siʃən/
- pride
- recognition /rekəg'nɪʃən/
- scorn = disdain
- success ≠ failure
- ties = bonds

## UP TO YOU!

### ★ 1. Match the beginnings of these sentences with the right endings.

- A. Queen Victoria became closer and closer to Abdul, her Indian servant  
 B. The East India Company did business with the country  
 C. Because Mahatma Gandhi had studied in England,  
 D. Nowadays, British Indians are proud of their origins,  
 E. London is a truly multicultural city where Indian culture is so well represented
- even though they find it difficult sometimes to mix both cultures.
  - whom she considered as a dear friend and confident.
  - which allowed the British to establish a colony in the years that followed.
  - that, in some areas, people have the impression of actually being in India.
  - it enabled him to master the English language and lead the fight for independence.

### ★ ★ 2. Fill in the blanks with the following words.

colonisation • imperialism • colony • empress • conquered • took advantage of • British rule • second-class • colonial rule

- A. British ... in India began in the 18th century.  
 B. Queen Victoria became ... of India in 1877.  
 C. Under ... India became a ... of the British Empire.

- D. The British government ... the country and ... its resources.  
 E. Indians were considered as ... citizens.

### ★★★ 3. On 15 August 1947, Lord Mountbatten (the viceroy) gave a speech about independence. Fill in the blanks with the appropriate words from the list. Recap the message in your own words.

independent • democratic • achieved • Commonwealth • responsibilities • sacrifices • power • peaceful • freedom

"This is his Majesty's message: on this historic day as India takes her place as a free and ... dominion in the British ... of nations, I send you all my greetings and heartfelt wishes. ... loving people everywhere will wish to share in your celebrations, for with this transfer of ... by consent, comes the fulfillment of a great ... ideal to which the British and Indian people alike are firmly dedicated. It is inspiring to think that all has been ... by means of ... change. Heavy ... lie ahead of you, but when I consider the statesmanship you have already shown and the great ... you have already made, I am confident that you will be worthy of your destiny".

# RULE THE GRAMMAR!

## LE PRÉTÉRIT

### Formation

- À la forme affirmative, on ajoute *-ed* à la base verbale à toutes les personnes (*worked*).
- Dans le cas de **verbes irréguliers**, on utilise la forme irrégulière (*spoke*).
- À la forme interrogative et négative on utilise l'auxiliaire *did* avec la base verbale.

**Did he work?**

**He didn't speak.**

### Utilisation

- Le **prétérit** est le temps du récit (temps de la narration). Il est souvent utilisé avec des mots qui indiquent une succession dans le passé ou un repère passé (*last year*, *yesterday*, etc.).

**India became independent in 1947.**

- L'**essentiel** est que l'événement soit **terminé** et **perçu** dans sa globalité.

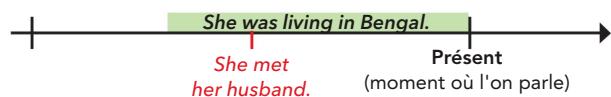
**He studied Punjabi for three years.**

+ P.287

## LE PRÉTÉRIT À LA FORME BE + -ING

On l'utilise quand on oppose un événement en cours de déroulement dans le passé à un événement ponctuel, toujours dans le passé.

**She was living in Bengal when she met her husband.**



+ P.288

## LE PRESENT PERFECT

### Formation

Le **present perfect** se construit avec l'auxiliaire **have** au présent et le participe passé du verbe.

I / You / We	have + participe passé
He / She / It	has + participe passé

### Utilisation

On utilise le **present perfect** pour présenter le résultat dans le présent d'une action débutée dans le passé.

**They have moved to London. (= they now live in London)**

+ P.286

## LE PRESENT PERFECT À LA FORME BE + -ING

Avec le **present perfect** à la forme **be + -ing**, on insiste davantage sur le résultat dans le présent d'une activité passée qui se prolonge.

**He has been studying English for years now. (= he's still doing it)**

+ P.286

# UP TO YOU!

## ★ 1. Answer the following questions as in the example.

*Did she buy many things while she was in India? → Yes, she bought many things when she was in India.*

- A. Did they go to India on their own? (yes)
- B. Have they been successful in London? (no)
- C. Did she make a fortune as a Bollywood star? (yes)
- D. Has she spoken a word of English since her departure? (no)
- E. Did he wear a yellow turban when he was in the temple? (yes)

## ★ 2. Ask the questions corresponding to the answers as in the example.

*He studied many native tongues while he was in India.  
→ Did he study many native tongues while he was in India?*

- A. He arrived in Britain in 2011.
- B. Yes, he has always enjoyed Bollywood films.
- C. Her parents left India in 1957.
- D. He was wearing a traditional Sikh outfit.
- E. They spoke Punjabi.

## ★ ★ 3. Put the verbs in the appropriate tense (preterite or present perfect).

- A. Imperialism (**cause**) many traumas at the time of the Raj.
- B. British colonisers (**leave**) India in a state of civil war.
- C. Look, this Sikh temple (**be destroyed**) and needs repairing.
- D. The relationship between India and Britain always (**be**) a complex one.
- E. The tension between India and Pakistan (**be**) very bad in the 1990s and things (**not settled down**) since.

## ★ ★ 4. Put the verbs in the appropriate tense (preterite or present perfect).

*They (**settle**) in London in 2000. When they (**leave**) India, they (**think**) they would never see their native country again. It's now ten years since they last (**see**) the Taj Mahal. They (**adapt**) to British society really well although they still find the climate difficult to cope with. At first, they (**find**) it difficult to understand the Cockney accent but they (**get used**) to it very quickly.*

## ★ ★ 5. Re-write the following text in the preterite.

*'It's not about land, it's about money.' He whispers his mantra as the world drops away, swinging like a pendulum around the plane. The glittering ribbon of the Thames, the official stamps of the Royal parks, a bald white dome spiked with a yellow crown, are swallowed by summer's deep twilight. The plane lifts, tucking England into bed to dream of better times.*

Adapted from *We That Are Young*, Preti Taneja, 2017

## ★ ★ ★ 6. Put the verbs in the appropriate tense (present perfect or present perfect + ing).

- A. The Indian population (**grow**) steadily for years.
- B. Hanif (**stop**) thinking of himself as an Indian.
- C. His parents (**struggle**) for years and now they can afford his costly university fees.
- D. The British Prime Minister (**decide**) to take an official trip to India.
- E. Anglo-Indian politicians (**welcome**) the election of Sadiq Khan as Mayor of London.

## ★ ★ ★ 7. Put the verbs in the appropriate tense (preterite, preterite + be -ing, present perfect, present perfect + be -ing).

- A. Since decolonisation, in 1947, India (**thrive**) economically.
- B. The northern flanks of the country, made up of Muslim majorities, (**become**) Pakistan on 14 August 1947.
- C. At the time of the Raj, the Indian population (**do**) their best not to upset the British.
- D. The rest of the country, predominantly Hindu, (**become**) India.
- E. Seventy-five years ago, India (**be ruled**) by the British Raj.
- F. The Sikh religion (**become**) an important religion in the U.K.
- G. The Indian diaspora (**fuel**) the "British dream" until this day.

## 8. Interactive test! What is your score?

### Picture challenge

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

How many sentences can you make using what you have learnt? Collect stars!



Holi (Festival of colours), London

# CHOOSE YOUR PROJECT!

## YOUR PROJECT #1



**Pairwork.** A TV reporter for CNN India interviews you about being Indian and growing up in London. Before acting out the interview, make sure you read the steps below.

**STEP 1** **Pupil A:** you are the journalist. Browse through the unit to help you prepare your questions. Choose the topics you want to ask the interviewee about (biculturalism, integration, projects about going to India...).

**Pupil B:** you are the interviewee. Put yourself in the shoes of an Indian living in London. Create your character (name, age, origins, how long you have lived in London, your family story...).

### TIPS

- Take your time to speak and articulate to give more power to your ideas.
- If you don't understand your classmate ask him/her to rephrase.
- Smile and be dynamic.

**STEP 2** **Pupil A:** prepare your questions and be ready to react to the interviewee's reactions and comments.

**Pupil B:** browse through the unit to help you find ideas and arguments to answer the interviewer's questions.

**STEP 3** Act out the interview!



Film the interview and use a video editing programme before posting it online.

OR

## YOUR PROJECT #2



Write an article about the success of Indian immigrants in Great Britain and how they have influenced British culture for the Lonely Planet's blog.

**STEP 1** Browse through the unit to find examples to illustrate your article.

**STEP 2** Prepare a draft (introduction / main ideas / conclusion).

**STEP 3** Write your post and select some pictures to illustrate it.

### TIPS

- Know your audience to adapt the tone of your post.
- Choose a catchy headline.
- You want to educate your readers: be useful and informative.
- Proofread (relire) your story.

*Get Ready for your Exam!*

UNIT 1

**Évaluation**  **Compréhension de l'oral** 

"A wall apart"

MP3 N°19

VIDEO N°12

**Expression écrite**  **Choisissez l'un des deux sujets.****Sujet 1 :** How can you account for the fact that thousands of Mexicans are willing to try their luck in the United States, even if it means leaving their families?**Sujet 2 :** Abril, the narrator writes a post on a migrant's blog about her situation and how she feels. Write the post.

U. 1 U. 2

**Évaluation**  **Compréhension de l'oral** 

"Belfast: a city divided by walls"

MP3 N°20

VIDEO N°13

Watch the video (or listen to the audio recording) three times and recap what you have understood.

**Expression écrite**  **Choisissez l'un des deux sujets.****Sujet 1 :** Why is Belfast sometimes referred to as "a city divided by walls"?**Sujet 2 :** Eileen O'Leary, a teenage resident of Belfast, has decided to take action to end the community divisions that she has known since she was a child. She writes a letter to the Mayor of Belfast urging him/her to act in favour of a reunited city. Imagine the letter.

UNIT 3

**Évaluation**  **Compréhension de l'oral** "Celebrating Vaisakhi"  MP3 N°21

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

**Expression écrite** **Choisissez l'un des deux sujets.****Sujet 1 :** To what extent can this kind of festival promote British-Indian identity in Great Britain?**Sujet 2 :** Write a letter to a friend to convince him/her to join you to attend an Indian festival in London.

## UNIT 1

## Evaluation



## Document A

My parents raised me to be gritty<sup>1</sup>, never to complain or take handouts<sup>2</sup>. I didn't want to have a victim mentality or be known for being undocumented. But I realized that sharing my story would be therapeutic, raise awareness, and help other underprivileged people.

I came to America when I was just six years old. My parents grew up poor and risked so much to move us here with hopes of giving us a better life. My dad is a waiter at a small restaurant, which is enough to put food on the table and clothes on our backs. We pay taxes, abide by all laws, and don't live on welfare. As for me, I can't legally work, drive, fly, or have health insurance. I've missed out on numerous opportunities because of my situation.

Fortunately, I was able to pursue college. Fast forward four years, I have graduated Magna Cum Laude<sup>3</sup> in Computer Engineering from Wichita State University. I was at the top of my class, number one in my major, wrote 2 first-author papers, won research awards, and have a patent pending. Consequently, I was accepted into graduate school at Columbia University. However, due to my status, I'm unable to obtain a stipend to continue my education. Receiving DACA would grant me the opportunity to acquire the funding I need, provide for my family, and master my craft to realize my full potential. [...]

Without DACA, many live in daily fear of deportation. I've had friends whose families were torn apart. I've seen my friends dig food out of trash cans to help feed their families. These are genuine, everyday struggles and it's easy to dismiss it because it's not happening to your family. [...] DACA alleviates some of the fear and provides hope. Many non-Native Americans seem to forget that they, too, have immigration in their blood. Just like everyone else, we simply want an opportunity to contribute to the only home that we know. Ironically, I've enjoyed the adversity, I feel alive under pressure. I'm unfazed and undocumented. I'm not going anywhere.

Kok-Leong Seow, *The New York Times: American Dreamers*, 2017

**1** resolute and courageous • **2** receive money from strangers • **3** avec les félicitations du jury

## Document B

DACA (Deferred Action for Childhood Arrivals) is an American immigration policy allowing some undocumented people having been brought to the United States as children to receive a renewable two-year period of deferred action from deportation and become eligible for a work permit in the U.S.

## Compréhension de l'écrit

- A. Explain in your own words the paradoxical situation the narrator is in.
- B. What would DACA bring to the narrator?
- C. What happens if undocumented people do not get DACA?
- D. Explain the narrator's sentence: "Just like everyone else, we simply want an opportunity to contribute to the only home that we know." (l. 20-21)
- E. How does the narrator feel at the end of the text? Why?

## Expression écrite

## Choisissez l'un des deux sujets.

**Sujet 1 :** America is known as "the Land of Opportunity". Do you agree with this vision of the United States? Would you consider living there? Why (not)?

**Sujet 2 :** After a few months, the narrator is finally granted DACA. In a letter to a friend, he writes about his new situation and how life has changed for him and his family. Imagine the letter.

Irish culture as a whole is very unique, complex, and of course, interesting! Although there are many aspects to Irish heritage, traditions and culture, music is a very important one. In previous centuries, music and storytelling were the only forms of entertainment on an island that had no electricity and where only a small minority of the population were literate. On cold, dark evenings, villages would crowd together into their local pub to share a warm fire, hear stories and listen to music played by the local musicians [...]. It started a tradition that has been kept alive since then, as music is still a very important part of life in Ireland. A quintessential experience for any visitor to the Emerald Isle, particularly rural Ireland or anywhere along the west coast, is participating in what is locally known as a ‘trad sesh’, or a session of traditional Irish music in a local pub. This usually involves a handful of musicians all playing old folk songs on native instruments, ranging from slow, melancholy singing to the energetic and very fast paced type of music that most people around the world know to be ‘Irish’. [...]

Like most other aspects of Irish culture and traditions, the beginning of Irish music as we know it today can be traced back to the arrival of the Celts. Having spread from central Europe all the way to the shores of the Atlantic, they picked up a few skills along the way, and using musical instruments was one of them.

In particular, they had one significant instrument; the harp. This was the most dominant sound in Ireland long after the Celts had made way to the Vikings and the modern era, enjoying popularity from the 10th right up until the 17th centuries. [...] Anyone proficient in the harp could earn themselves a very nice living playing in the courts of the chieftains, as the harp and harpists were held in very high regard along with poets and other artistically inclined people. [...]

[The harp] appears on our coins, all government documentation, and just about any other official symbol in the country.

Traditional Irish songs can be broken down into two very general categories; the slow ballad songs and the fast paced dancing songs, both of which have several subcategories. There is a song for just about every eventuality in Irish music; laments, drinking songs, rebel songs, love songs, humorous songs, and of course, dancing songs. [...]

These days, the music you’ll hear around Ireland does not often feature bodhráns<sup>1</sup>, harps and tin whistles. There are plenty of Irish music groups keeping the traditional style alive – The Dubliners and The Pogues to name just two – but Irish music has definitely moved with the times and produced some world class acts along the way. [...] The live music scene in Ireland is booming, be it traditional or modern music that is played, and more and more talented new musicians are coming up the ranks all the time. It may have changed a lot over the centuries, but one thing has stayed the same; Irish music is still bringing people together, and making them dance.

Claddagh Design, *Traditional Irish Music: What's it all about?*, 2017

<sup>1</sup> an Irish small drum

### Compréhension de l’écrit

Read the text and write an account in English.  
Use the following guidelines to help you.  
You may for instance choose to focus on:

- Where Irish music originates from;
- The original purpose of music in Ireland;
- How Irish music lives on today both in Ireland and internationally;
- The place and role of the harp in Irish history.

### Expression écrite

**Choisissez l’un des deux sujets.**

**Sujet 1 :** Do you think that music can help to preserve a country’s identity? Why (not)?

**Sujet 2 :** Discuss the following quote from the article: “Irish music is still bringing people together, and making them dance.” (l. 32-33).

Is this specific to Irish music?