

April 27th 1994

READING COMPREHENSION

General comprehension

A. Read the whole text once and answer the following questions.

1. The people were waiting for the result of the vote having a political meeting
 waiting to cast their vote
2. What do you know about the narrator?
- a. Occupation: unemployed politician student taxi driver
- b. He has decided to vote for: a black and white party a black party he has no idea

Part one (from the beginning to line 11)

B. Use the context to deduce the meaning of "stretch out" (l. 1). What does it imply?

- diminuer grossir dépasser s'étirer

C. Who does the pronoun "we" refer to in the sentence "We had been standing there for about two hours" (l. 2)?

D. Quote the expression illustrating the people's state of mind.

E. Deduce the meaning of "reshape our lives" (l. 5):

F. Given that "rule" means *règlement*, deduce the meaning of "unruly" (l. 5):

- discipliné docile malheureux indiscipliné

G. "... the southern part of this unruly 'Dark Continent' ..." (l. 5) refers to:

H. Use the sentence starting with "There were teachers..." (l. 7) to deduce the meaning of "from all walks of life" (l. 7):

- de tous les pays de toutes les villes de toutes les directions de tous les horizons

I. Fill in the blanks in this summary with words taken from the text.

On April 27, 1994, a of people from all of life were waiting to cast their For these people, this to vote would bring and their lives.

Part two (from line 12 to line 30)

J. Use the context to deduce the meaning of "stench" (l. 15):

K. Use the context to find the meaning of "welfare grants" (l. 21):

- bourse universitaire crédit immobilier prêt financier aide financière de l'État

L. In the passage from line 20 to line 23, find:

1. a synonym of "retired person":
2. a word meaning *homologue*:

M. What do the people in the queue expect from this election?

- to find a job
- to go on holiday
- to have a lot of money
- to have more money
- not to pay at the doctor's
- less violence
- decent homes
- government money
- a better education
- to receive as much money as whites

N. Find the expression meaning "fight with determination":

O. "overthrow" (l. 26) means: support criticize defeat defend

P. True or false? Circle the correct answer and justify with keywords.

The narrator is studying in a place which used to be reserved for white people.

T F

Q. "It was payback time for those who had been watching my back while I was sleeping" (l. 28)

means: It was time for me to take a revenge on those who had discouraged me
 to have those people pay me back to thank those who had helped when I was younger

R. Fill in the blanks in the following statement with words from this part.

When the narrator mentions "the Big Brothers' sacrifices" (l. 29), he alludes to the fact that many black activists struggled and lost their lives to the regime.

Part three (from line 31 to the end)

S. Quote a word showing that the narrator didn't trust some political parties.

T. Find the equivalent of "bring together".

U. Why did some of the political parties lie?

- because they wanted people to vote for them
- because they needed money
- because they had no political programme
- because they were not opposed to the apartheid regime

V. Use the context to deduce the meaning of:

- 1. run a country (l. 34):
- 2. polling station (l. 37):
- 3. broad (l. 37):
- 4. fair (l. 38):

W. Tick the sentences that correspond to the situation.

- The narrator will vote for a black party even if they have no political experience.
- The narrator hesitates to vote for a black party because of their inexperience.
- Voters were delighted to have the opportunity to vote.
- Voters had mixed feelings about the election.

Ten words to remember

Find the equivalents of these ten words in the text (in the right order) and learn them by heart.

- 1. attiré (deux mots) :
- 2. illimité :
- 3. bonne (nom) :
- 4. logement :
- 5. affirmer :
- 6. renverser :
- 7. mensonge :
- 8. se décider :
- 9. bureau de vote :
- 10. juste :

PRATIQUER LA GRAMMAIRE

1 Dénombrables, indénombrables et emploi de l'article A/AN → Précis 19, 21G

A. a. Lisez les phrases suivantes, soulignez les indénombrables et entourez les dénombrables.

1. *the promise of proper housing and employment* (l. 20) 2. *They need a proper house and a job.*

b. Complétez avec A/AN ou ∅ lorsque A/AN est impossible.

1. work plays important part in most people's lives.

2. *She needs to see doctor. Does she have access to free medical care?*

3. *They're looking for home in the country. There's no place like home.*

4. *This is unreliable information.*

B. Lisez les phrases suivantes, puis répondez aux questions ci-dessous.

1. *There were **business people** (...) and **sportspeople*** (l.7)

2. *I was standing behind a **homeless man** in the queue.* (l. 12)

3. *They have promised to help **the homeless**, haven't they?*

a. Dans quel énoncé le groupe nominal en gras désigne-t-il :

un individu? un groupe d'individus? le groupe dans sa totalité?

b. Complétez avec A/AN, THE ou ∅.

1. *She was white woman working with black people.*

2. *Are jobless getting support they need?*

3. *..... gap between wealthy and poor is getting bigger.*

2 Expression de la généralité et du particulier : emploi des articles ∅ et THE → Précis 21

C. Complétez avec THE ou ∅.

1. education is now compulsory for all South Africans from age of seven.

2. anniversary of Nelson Mandela's election is on April 27.

3. President Barack Obama might visit South African President in September.

3 Were said to be → Précis 43F

D. Lisez les phrases suivantes, puis répondez aux questions ci-dessous.

1. (...) *my Big Brothers were said to be still wet behind their ears.* (l. 33)

2. *They said that my Big Brothers were still wet behind their ears.*

a. Dans quel énoncé, 1 ou 2, say est-il à la voix passive?

b. Le verbe say est-il suivi dans l'énoncé passif d'un infinitif ou d'une proposition en that?

c. Traduisez l'énoncé passif en utilisant "On" comme point de départ :

.....

E. Réécrivez les énoncés en utilisant l'amorce proposée.

1. *They said that the three victims were dead.*

→ *The three victims*

2. *They reported that she was missing.*

→ *She*

3. *They thought he was the best candidate.*

→ *He*

The conscience
of South AfricaLISTENING COMPREHENSION 

A. Use the historical context to anticipate the words you will probably hear. Tick them.

- | | | |
|---|---|--|
| <input type="checkbox"/> priest | <input type="checkbox"/> racial divisions | <input type="checkbox"/> reconciliation |
| <input type="checkbox"/> archbishop (<i>archevêque</i>) | <input type="checkbox"/> pro-apartheid | <input type="checkbox"/> guilt (<i>culpabilité</i>) |
| <input type="checkbox"/> church | <input type="checkbox"/> tourism | <input type="checkbox"/> overpopulation |
| <input type="checkbox"/> the United States | <input type="checkbox"/> economic boycott | <input type="checkbox"/> AIDS (<i>sida</i>) |
| <input type="checkbox"/> apartheid | <input type="checkbox"/> small companies | <input type="checkbox"/> violent crime |
| <input type="checkbox"/> awards (<i>récompenses</i>) | <input type="checkbox"/> free | <input type="checkbox"/> the Internet |
| <input type="checkbox"/> democratic | <input type="checkbox"/> balcony | <input type="checkbox"/> strive (<i>s'efforcer de</i>) |
| <input type="checkbox"/> brotherhood | <input type="checkbox"/> elections | <input type="checkbox"/> freedom |

B. Listen to the recording and check your answers to A. Underline the words you hear.

Part one

C. Tick what you hear.

1. the retired very tired Anglican archbishop
2. ... he would be tired of retire from public life on his birthday.
3. He was a vocal moral critic of South Africa's white rule government...
4. ... and discouraged encouraged non-violence to end apartheid.

D. Tick the correct answers.

1. In 1884 1894 1984 1994, Desmond Tutu received the Nobel the Noble Peace Prize for advocating advertising a democratic and just society without racial divisions.
2. Tutu called for an end to the apartheid anti-apartheid campaign.

Part two

E. It was an incredible day when...

1. ... Nelson Mandela won South Africa's first elections...
2. ... in 1884 1894 1984 1994.
3. Tutu introduced the new to South Africa and the world.

F. What did President Mandela do to help mend (*remettre sur pied*) the nation?

1. He appointed Tutu as Head of the country's... True reconciliation
 Truce (*trêve*) & Reconciliation Truth & Reconciliation commission.
2. "The group issued a report that included numerous of guilt under apartheid in return for"

G. Tick the right answer: Tutu also campaigned to write about poverty and AIDS fight property and AIDS fight poverty and AIDS

Part three

H. Complete the sentence.

Tutu is disappointed today because of the level of

I. Underline the words you hear. Then use them to explain orally what Tutu will do now.

canteen – continue – support – export – piece – peace – great men – statesmen – pain – campaign – writes – rights

Away from home

READING COMPREHENSION

Introduction

- A. Read the introduction of the text and the *Culture key* (p. 143). Then, tick the correct answer and justify by quoting a sentence from the *Culture key*.

The four girls are in the settlement (*camp*) voluntarily involuntarily.

.....

Part one (from the beginning to line 19)

- B. Quote two sentences explaining what the "boob" (l. 5) is.

1.

2.

- C. Who or what do the following elements refer to?

1. they (l. 5): the white people who work at the settlement the Aborigines the police
2. them (l. 9): the white people who work at the settlement Molly, Daisy, Gracie and Rosie
 the other Aboriginal children at the settlement

- D. Who is in the boob and why?
-

- E. Deduce the meaning of "swear at" (l. 8): réprimander obéir à injurier féliciter

- F. Why is the girl "lucky" (l. 8)? Cross out the statement which does not correspond to the situation.

1. She spent two days in the boob and she is out now.
2. She is only in the boob for two days.
3. The time spent in the boob is usually longer.

- G. Quote keywords that indicate what happens to those who run away.
-
-

- H. Given that "inmate" (l. 17) means *détenu*, complete this sentence.

For the children, the settlement is a

- I. In the passage from line 15 to line 19, find a synonym of the verb *fear*.
-

Part two (from line 20 to line 29)

- J. What do the following words refer to? Quote the elements that helped you guess.

1. they (l. 20):
2. this place (l. 20):

- K. What sort of place had the girls envisaged before arriving? Quote keywords.
-

Unit 5 AWAY FROM HOME

L. Given that "crowd" means *foule*, deduce the translation of "overcrowded" (l. 23).

.....

M. In the passage from line 23 to line 27, find the words meaning:

- 1. *couverture* :
- 2. *drap* :
- 3. *taie d'oreiller* :
- 4. *important* :
- 5. *enlever* :
- 6. *ranger* :

N. List keywords showing how difficult life at the settlement is.

.....

Part three (from line 30 to the end)

O. Find two expressions referring to the girls' own language.

.....

P. Quote two sentences indicating what the girls are forbidden to do.

.....

Q. Rewrite the sentence "You gotta forget it ..." (line 34) in proper English.

.....

R. Use the second part of the sentence line 36 to deduce the meaning of "dumbfounded".

.....

S. Which of the adjectives below correspond to Martha and the four girls?

resigned – speechless – indifferent – angry – sad – calm – amazed

- 1. Martha:
- 2. The four girls:

T. In the passage from line 40 to line 43, quote:

- 1. one verb meaning that the girls spoke in a low voice:
- 2. one expression meaning "we got used to it":

U. Quote keywords showing that Molly and her sisters have lost their freedom.

.....

Ten words to remember

Find the equivalents of these ten words in the text (in the right order) and learn them by heart.

- 1. *enfermer* :
- 2. *injurier* :
- 3. *rayon de lumière* :
- 4. *redouter* :
- 5. *couverture* :
- 6. *drap* :
- 7. *oreiller* :
- 8. *retirer* :
- 9. *regarder fixement* :
- 10. *chuchoter* :

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COMPRÉHENSION DE L'ÉCRIT

Comprendre un article de presse

1. Read the article without stopping at unknown words. Then tick the ideas which are developed in the article.

- The success of the 2010 Football World Cup in South Africa.
 The money that was spent during the 2010 World Cup in South Africa.
 The consequences of the Football World Cup on South African economy.
 The popularity of football in South Africa after the World Cup.
 The positive economic repercussions of the 2010 World Cup in South Africa.
 An analysis of the global economic recession.

2. Use the context and the date of the article to deduce the meaning of "kick-off" (l. 4).
-

3. True or false? Circle the correct answer and justify by quoting from the text.

a. A lot of money was invested in the construction of stadiums in South Africa.

T F

b. Organizers had expected fewer tourists than there really were.

T F

c. Some people wonder whether the Football World Cup was a good idea.

T F

d. South Africans were proud to host (*accueillir*) the Football World Cup.

T F

e. The global economic recession doesn't explain why the World Cup was a bad investment for the country.

T F

4. What is the main idea in the paragraph from "The government spent..." (l. 15) to "... that had been forecast" (l. 22)? Explain it in your own words in English or in French.
-
-

5. What does the word "extravaganza" (l. 17) reveal concerning the journalist's view on the Football World Cup?
-

6. What did many business owners think of the Football World Cup? Tick the correct answer and justify by quoting from the text.

- They thought it was a waste (*gaspillage*) of money.
 They did not really care about it.
 They thought it came as a godsend (*aubaine*) in this troubled period.
-

7. Use the context to deduce the meaning of:

- a. blessing (l. 32): *obstacle* *remerciement* *malédiction* *bénédiction*
b. staggering (l. 38): *en baisse* *en hausse* *impressionnant* *fluctuant*

Unit 5 CHECK YOUR SKILLS

8. List the positive and negative consequences of the World Cup in South Africa.

Positive consequences

Negative consequences

.....
.....
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.....

9. What are the main conclusions of this article? (Write in French or in English.)

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.....

.....

Je me situe par rapport au CECRL

Lorsque je lis cet article, je peux :		Questions	☺	☹	☹
en reconnaître les informations principales.	B1	1 – 2 – 6			
distinguer l'idée essentielle des détails.	B1	4			
deviner, à l'aide du contexte, le sens de certains mots inconnus.	B1	3 – 7			
comprendre le point de vue du journaliste.	B1+	5			
reconnaître le schéma argumentatif suivi pour la présentation d'un problème.	B1+	8			
identifier, en moins de dix minutes, les principales conclusions de cet article.	B1+	9			

EXPRESSION ORALE EN CONTINU

Parler d'un sujet de société

Je me situe par rapport au CECRL

Lorsque je parle de ce sujet de société, je peux :		☺	☹	☹
décrire une situation et faire un exposé de manière simple sur un sujet étudié.	B1			
justifier mon opinion en donnant des arguments.	B1			
parler de manière compréhensible même si je fais des pauses pour réfléchir.	B1			
décrire une situation et rendre compte d'un événement avec assez de précision.	B1+			
développer une argumentation claire et utiliser quelques articulateurs logiques.	B1+			
m'exprimer avec une certaine aisance malgré quelques problèmes de formulation qui entraînent de courtes pauses.	B1+			