

Black and coloured people were rejected (by) the white population

a - Repère puis **entoure** le sujet en **bleu**.

b- Tu dirais que **ce sujet** fait ou subit l'action exprimée par le verbe ?

c- Qui fait l'action exprimée par le verbe ? qui agit ? **entoure** le en **vert**.

Cet élément est-il **en fonction** sujet ou complément ?

Comment va-t-on le nommer ?

d- Observe maintenant le **Groupe Verbal** : de quoi est-il constitué ?

+

→ Dans l'exemple , il est fait référence à des faits passés présents ou futurs car l'auxiliaire BE est au

CONCLUSION : **LA VOIX PASSIVE** se forme avec

l'auxiliaire BE conjugué + **PARTICIPE PASSE** du verbe lexical

Le temps de la phrase à la voix passive doit être le même que celui de la phrase à la voix active .

Tableau de concordance ACTIF - PASSIF

	ACTIF	PASSIF
PRESENT SIMPLE	The cat eats the mouse	The mouse is eaten by the cat
PRETERIT SIMPLE	The cat ate the mouse	The mouse was eaten by the cat
FUTUR	The cat will eat the mouse	The mouse will be eaten by the cat
PRESENT PERFECT	The cat has eaten the mouse	The mouse has been eaten by the cat

Pour passer **de l'actif au passif** :

- Le **COD** de la phrase **active** devient le **SUJET** de la phrase **passive** .

- Le **SUJET** de la phrase active devient **COMPLEMENT D'AGENT** précédé de **BY** au passif .

ATTENTION : le complément d'agent ne sera pas mentionné s'il est trop vague , évident ou connu de tous

RELATIVE PRONOUNS

[review]

→**RELIE** un début de phrase à une fin à l'aide du bon pronom relatif .

MLK was the man	WHO	MLK was assassinated
Barack Obama paid tribute to MLK in Washington	WHO	Symbolizes freedom
1968 is the year	WHEN	Gave freedom to slaves
Lincoln's Emancipation Speech is the speech	WHERE	Sparked bus boycott in Montgomery
The Lincoln Memorial is a place	WHICH	Integrated an all-white school.
Rosa Parks's arrest was the event	WHICH	Fought for Civil Rights in the USA
Ruby Bridge was the first black school child	WHICH	He delivered his "I have a dream" speech

On peut **former des phrases complexes à partir de phrases simples en les reliant par des pronoms relatifs** . Pour **choisir le pronom relatif** il te faut **chercher l'antécédent** (= l'élément auquel fait référence / renvoie le pronom relatif) qui se trouve **dans le proposition principale** .

Le choix du pronom relatif dépendra de la nature et de la fonction de cet antécédent .

	Antécédent humain	Antécédent non humain
Fonction sujet	WHO she is the student <u>who</u> got the best mark at the test	WHICH this is the house <u>which</u> burnt last night
Fonction complément	∅ she is the girl ∅ I helped	∅ this is the book ∅ I bought last week
Fonction complément du nom	WHOSE this is the boy <u>whose</u> sister was bullied last year	WHOSE this is the house <u>whose</u> roof was totally destroyed

(**N.B** : Il est possible de remplacer WHO / WHICH / ∅ par THAT)

MODALS IN THE PAST

[Je peux décrire les conditions de vie et de travail des Noirs Américains pendant la période de l'esclavage aux USA
Je parle de ce qui était obligatoire ou interdit]

TASK 1 - Say what they **had to** do [OBLIGATION] and what they **weren't allowed to** do [INTERDICTION]

slaves	had to weren't allowed to couldn't	share sleep talk read be wear use work receive work get	paid educated in small huts on plantations their birth names old and ill-fitting clothes in their own languages at all a slave's collar a small cabin with many people an education own property all day long their real names
--------	---	---	---

WRITE 4 sentences

.....

.....

.....

.....

[Je peux décrire les conditions de vie et de travail des Noirs Américains pendant la période de la Ségrégation
raciale aux USA Je parle de ce qui était obligatoire , permis ou interdit]

TASK 2 - OBSERVE , THINK and WRITE

→ **CLASSIFY** the following actions about Black people in the chart below.

use different drinking fountains	attend the same school as white people
shake hands with white people	sit in the back of the buses
work from sunrise to sunset	speak in their own languages
only go to segregated schools	

→ **WRITE** the following modals or expressions of modality in the appropriate column.

could	couldn't	were allowed to	had to	weren't allowed to	were forbidden to
-------	----------	-----------------	--------	--------------------	-------------------

permission possibility	interdiction	obligation

→ Now , **WRITE** 3 sentences about the situation of the Blacks during slavery and Segregation .

.....

.....

.....

TASK 3 - REPHRASE the sentences using similar expressions.



checkers (US)
draughts (GB)

1. It was forbidden for black men to play checkers with white men .
2. The law obliged black people to go to segregated schools.
3. The Voting Rights Act of 1965 made it possible for black people to vote.
4. During Segregation black people only had the right to drink at "colored-only" drinking fountains.
5. Black couldn't mix with Whites , they were obliged to live in separate areas.
6. African-Americans weren't allowed to marry a white person because interracial marriages were forbidden.

.....

.....

.....

.....

.....

.....

Black and coloured people were rejected by the white population

a - Repère puis **entoure** le sujet en **bleu**.

b- Tu dirais que **ce sujet** fait ou subit l'action exprimée par le verbe ?

c- Qui fait l'action exprimée par le verbe ? qui agit ? **entoure** le en **vert**.

Cet élément est-il **en fonction** sujet ou complément ?

Comment va-t-on le nommer ?complément d'agent

d- Observe maintenant le **Groupe Verbal** : de quoi est-il constitué ?

AUXILIAIRE BE conjugué

+ PARTICIPE PASSE du verbe

→ Dans l'exemple , il est fait référence à des faits passés présents ou futurs car l'auxiliaire BE est auprétérit

CONCLUSION : **LA VOIX PASSIVE** se forme avec

l'auxiliaire BE conjugué + PARTICIPE PASSE du verbe lexical

Le temps de la phrase à la voix passive doit être le même que celui de la phrase à la voix active .

Tableau de concordance ACTIF - PASSIF

	ACTIF	PASSIF
PRESENT SIMPLE	The cat eats the mouse	The mouse is eaten by the cat
PRETERIT SIMPLE	The cat ate the mouse	The mouse was eaten by the cat
FUTUR	The cat will eat the mouse	The mouse will be eaten by the cat
PRESENT PERFECT	The cat has eaten the mouse	The mouse has been eaten by the cat

Pour passer **de l'actif au passif** :

- le **COD** de la phrase **active** devient le **SUJET** de la phrase **passive** .

- le **SUJET** de la phrase active devient **COMPLEMENT D'AGENT** précédé de **BY** au passif .

ATTENTION : le complément d'agent ne sera pas mentionné s'il est trop vague , évident ou connu de tous

PASSIVE IN THE PAST TENSE

→ Throughout Black History in the USA , African-Americans were treated unfairly .

REPHRASE the following sentences to demonstrate it **as in the example** :

ex : A police officer **sent** Rosa Parks to jail → Rosa Parks **was sent** to jail [~~by a police officer~~]

inutile de le mentionner dans cet exemple car il n'apporte aucune information de plus

1. Some people **judged** Black people because of the color of their skin.
2. Angry people **bombed** Martin Luther King's house .
3. James Earl Ray **shot** Martin Luther King.
4. Slave traders **stole** Blacks in their villages and sold them as slaves.
5. During the Segregation period , the law **banned** mixed marriages.
6. Slave owners **forced** slaves to live in small wooden cabins and they **gave** them wooden planks for beds.
7. Overseers **could punish** slaves by whipping or hanging them.

1) Black people **were judged** (by some people) because of the color of their skin

2) MLK's house **was bombed** by angry people

3) MLK **was shot** by James Earl Ray

4) Blacks **were stolen** in their villages and **sold** as slaves by slave traders

5) During the Segregation period ,mixed marriages **were banned** (by the law)

6) Slaves **were forced** to live in small wooden cabins and they **were given** wooden planks for beds by slave owners

7) slaves **could be punished** by whipping or hanging by overseers

TRANSLATE the sentences in French

1) Les Noirs étaient jugés par certains en raison de leur couleur de peau

2) La maison de MLK fut piégée / bombardée par des personnes en colère

3) MLK fut abattu par James Earl Ray

4) Les Noirs étaient achetés dans leurs villages puis vendus par des négriers

5) Pendant la Ségrégation , les mariages mixte étaient interdits par la loi

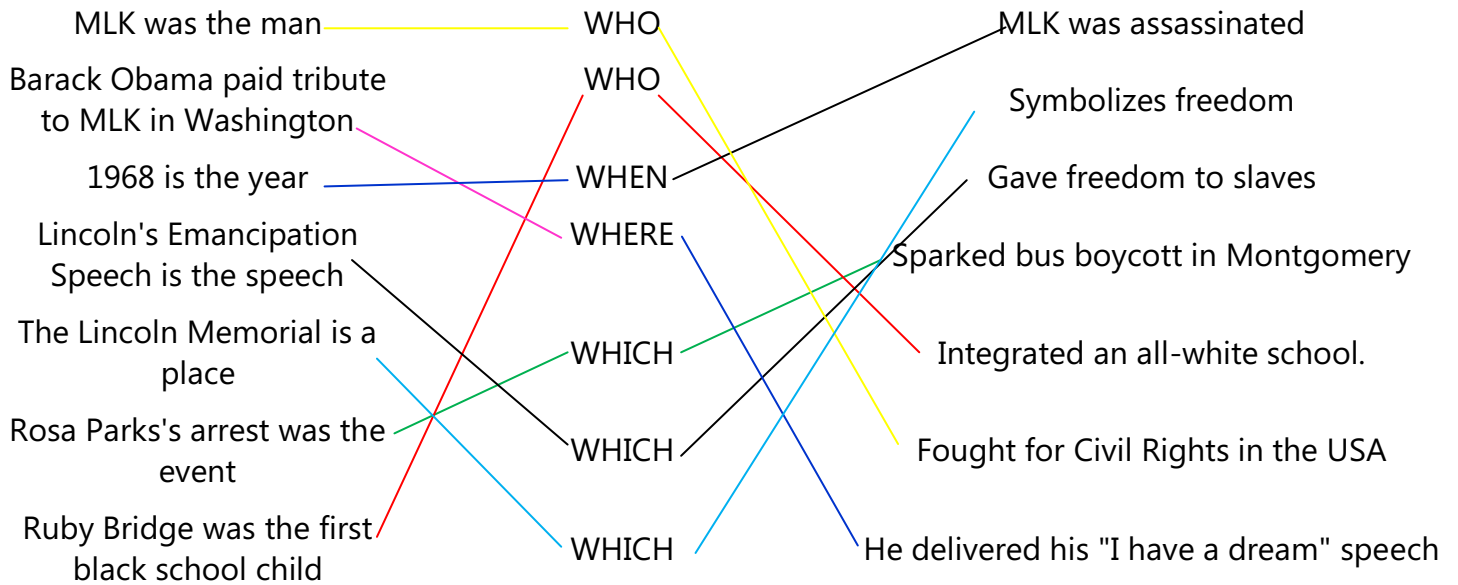
6) Les esclaves étaient obligés de vivre dans des petites huttes en bois et ils recevaient de leurs propriétaires des planches de bois en guise de lits

7) Les esclaves pouvaient être punis par le fouet ou pendus par les contremaîtres / régisseurs

RELATIVE PRONOUNS

[review]

→**RELIE** un début de phrase à une fin à l'aide du bon pronom relatif .



On peut **former des phrases complexes à partir de phrases simples en les reliant par des pronoms relatifs** . Pour **choisir le pronom relatif** il te faut **chercher l'antécédent** (= l'élément auquel fait référence / renvoie le pronom relatif) qui se trouve **dans le proposition principale** .

Le choix du pronom relatif dépendra de la nature et de la fonction de cet antécédent .

	Antécédent humain	Antécédent non humain
Fonction sujet	WHO she is the student <u>who</u> got the best mark at the test	WHICH this is the house <u>which</u> burnt last night
Fonction complément	∅ she is the girl ∅ I helped	∅ this is the book ∅ I bought last week
Fonction complément du nom	WHOSE this is the boy <u>whose</u> sister was bullied last year	WHOSE this is the house <u>whose</u> roof was totally destroyed

(**N.B** : Il est possible de remplacer WHO / WHICH / ∅ par THAT)

MODALS IN THE PAST

[Je peux décrire les conditions de vie et de travail des Noirs Américains pendant la période de l'esclavage aux USA
Je parle de ce qui était obligatoire ou interdit]

TASK 1 - Say what they **had to** do [OBLIGATION] and what they **weren't allowed to** do [INTERDICTION]

slaves	<p>had to</p> <p>weren't allowed to</p> <p>couldn't</p>	<p>share</p> <p>sleep</p> <p>talk</p> <p>read</p> <p>be</p> <p>wear</p> <p>use</p> <p>work</p> <p>receive</p> <p>work</p> <p>get</p>	<p>paid</p> <p>educated</p> <p>in small huts on plantations</p> <p>their birth names</p> <p>old and ill-fitting clothes</p> <p>in their own languages at all</p> <p>a slave's collar</p> <p>a small cabin with many people</p> <p>an education</p> <p>own property</p> <p>all day long</p> <p>their real names</p>
--------	---	--	--

WRITE 4 sentences

- slaves couldn't get an education
- slaves had to sleep in small huts on plantations
- slaves weren't allowed to use their own language at all
- slaves had to work all day long

[Je peux décrire les conditions de vie et de travail des Noirs Américains pendant la période de la Ségrégation raciale aux USA Je parle de ce qui était obligatoire , permis ou interdit]

TASK 2 - **OBSERVE** , **THINK** and **WRITE**

→ **CLASSIFY** the following actions about Black people in the chart below.

use different drinking fountains	attend the same school as white people
shake hands with white people	sit in the back of the buses
work from sunrise to sunset	speak in their own languages
only go to segregated schools	

→ **WRITE** the following modals or expressions of modality in the appropriate column.

could	couldn't	were allowed to	had to	weren't allowed to	were forbidden to
-------	----------	-----------------	--------	--------------------	-------------------

permission possibility	interdiction	obligation
could were allowed to	couldn't werent' allowed to were forbidden to	Had to
only go to segregated schools	attend the same school as white people shake hands with white people speak in their own languages	use different drinking fountains sit in the back of the buses work from sunrise to sunset

→ Now , **WRITE** 3 sentences about the situation of the Blacks during slavery and Segregation .

1) During Segregation , Blacks weren't allowed to attend the same schools as white people

2) During slavery , black people had to work from sunrise to sunset

3) During Segregation , Blacks could only go to segregated schools

TASK 3 - REPHRASE the sentences using similar expressions.



checkers (US)

draughts (GB)

1. It was forbidden for black men to play checkers with white men .
2. The law obliged black people to go to segregated schools.
3. The Voting Rights Act of 1965 made it possible for black people to vote.
4. During Segregation black people only had the right to drink at "colored-only" drinking fountains.
5. Black couldn't mix with Whites , they were obliged to live in separate areas.
6. African-Americans weren't allowed to marry a white person because interracial marriages were forbidden.

1) Black men couldn't / weren't allowed to / were forbidden to play checkers with white men

2) black people had to go to segregated schools

3) black people could / were allowed to vote thanks to The Voting Rights Act of 1965

4) During Segregation black people could only drink / were only allowed to drink at "colored-only" drinking fountains

5) Black weren't allowed to / were forbidden to mix with Whites , they had to live in separate areas.

6) African-Americans were forbidden to / couldn't marry a white person because interracial marriages weren't allowed