



Activity 7
Reading

I. Read this poem by Benjamin Zephaniah:

Les mots avec un astérisque (*) sont dans le tableau de vocabulaire.

The British (Serves 60 Million)

Take some Picts, Celts and Silures
And let them settle,
Then *overrun them with Roman conquerors.
Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans*, cool Jamaicans*, Dominicans*,
Trinidadians* and Bajans* with some Ethiopians*, Chinese*,
Vietnamese* and Sudanese*.
Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.
Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.
As they mix and blend allow their languages to *flourish
*Binding them together with English.
*Allow time to be cool.
Add some unity, *understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a *bitter unpleasant taste.

Warning: An unequal *spread of justice will *damage the people and cause *pain. Give justice and equality to all.

Benjamin Zephaniah, *The British (Serves 60 Million)*, 2001



Did you know?

Benjamin Zephaniah was born in Birmingham in 1958. His father was Barbadian and his mother Jamaican. He is dyslexic, but he managed to become a well-known poet and writer.

a) Listen to the vocabulary on track 20, and repeat:

Vocabulary
equality
justice
a melting pot
respect /rɪ'spekt/
understanding
unity /'juːnəti/
to add: ajouter
to blend = to mix =
to stir: mélanger
to combine /kəm'baɪn/
to remove: retirer
to serve
to settle: s'installer ou se reposer
to simmer: faire mijoter
to sprinkle: saupoudrer
to turn up the heat: augmenter le feu / la température

b) What sort of text does it imitate? Choose the correct answer:

- a newspaper article a short story a cooking recipe a biography

Circle the words that helped you answer this question. Utilisez la barre d'outils pour faire des cercles.

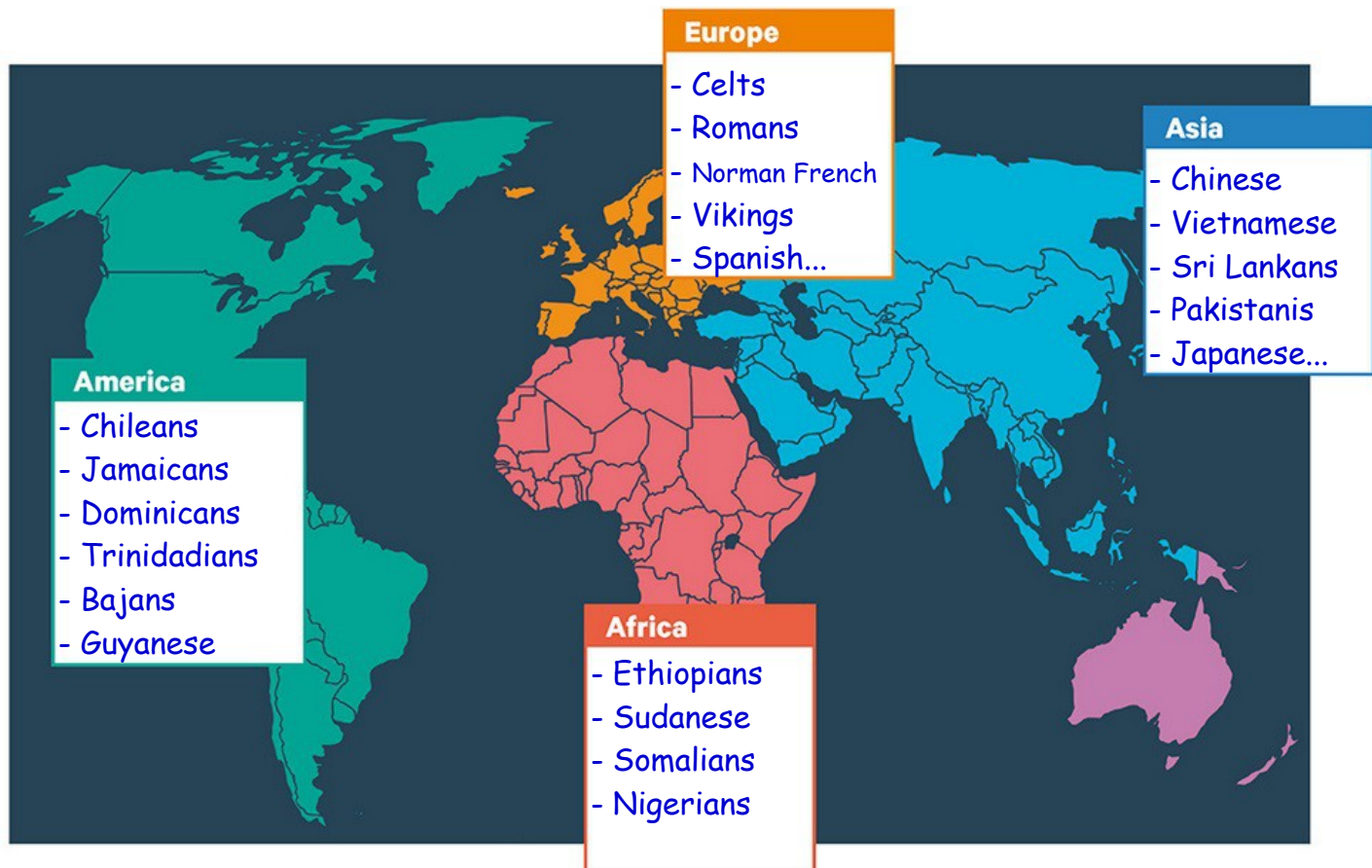
c) **Choose** the right title for each stanza (*strophe*) of the poem:

1. Migrations in the United Kingdom: the present → 2
2. Migrations in the UK: the past → 1
3. Living in equality → 4 and 5
4. Multicultural Britain → 3

d) **Look** at the map.

Read the text again and **find** nouns or adjectives referring to nationalities.

Write minimum three of them for each continent:



II. **Listen** to the poem on track 19.

a) **Use** different colours or symbols to **highlight**:

1. a word or a syllable that is pronounced strongly
2. a long pause ***
3. a short pause •
4. a word that you find difficult to pronounce

Pour les mots difficiles à prononcer vous pouvez aller chercher sur [WordReference](#) sa transcription phonétique et vous entraîner à les répéter.

b) **Practice** reading the poem outloud (= à voix haute).

Si vous le souhaitez vous pouvez vous enregistrer et m'envoyer votre interprétation du poème avec l'intonation et les pauses, et me l'envoyer en même temps que votre travail.

Activity 8

Let's practice

I. L'impératif

- **Observe** ces exemples et **souligne** la forme verbale:
a. Add lots of Norman French. b. Don't forget justice and equality for all

- **Complète** la règle:

L'impératif sert à donner des ordres, des consignes, des conseils...

- A la forme affirmative on utilise la **base verbale**.
- A la forme négative on ajoute **don't** devant la **base verbale**.

- **Observe** ces exemples et **souligne** la base verbale:

a. Let's cook tonight! b. Let's not have a sandwich!

- **Complète** la règle:

- Pour faire une suggestion à la première personne du pluriel on ajoute **Let's** devant la base verbale.
- A la forme négative on ajoute **not** entre **Let's** et la base verbale.

- **Complète** ces phrases en utilisant les impératifs des verbes ci-dessous:

1. take

2. hurry up

3. go and ask

4. (not) walk

5. have

- a) You're so late! **Hurry up!**
- b) You're tired. **Don't walk!** Dad can **give you a lift**.
- c) - I'm so hungry.
- **Let's have** a sandwich!
- d) It will probably rain this afternoon at the festival. **Let's take** an umbrella!
- e) We won't have enough money to buy coconut drinks. **Go and ask** mum for pocket money.

II. Vocabulary

- a) **Ecris** chacun des mots suivants à côté de la définition qui lui correspond:

community

alienation

justice

clash

respect

heritage

equality

discrimination

1. When many immigrants suffer because they feel they don't **belong** to a group: **alienation**
2. A feeling of admiration or a polite **behaviour**: **respect**
3. Fairness in the way people are treated: **equality**
4. The right of different groups to receive the same treatment: **justice**
5. The practice of treating a person in society less fairly than others: **discrimination**
6. The people who live in a particular area or region and feel part of a group: **community**
7. A short fight between two groups of people: **clash**
8. The traditions, beliefs, languages, etc. that define the history of a group: **heritage**

b) **Choisis** le suffixe correct pour compléter ces mots afin d'en faire des nationalités:

Japan-

Chile-

Dominic-

Somali-

Guyan-

Chin-

Turk-

Vietnam-

Span-

Pakistan-

Jamaic-

Ethiopi-

Nigeri-

Sudan-

Bangladesh-



-i	-ese	-an	-ish
Pakistani Bangladeshi	Japanese Guyanese Chinese Vietnamese Sudanese	Chilean Dominican Somalian Jamaican Ethopian Nigerian	Turkish Spanish

c) **Regarde** ces dessins. **Trouve** le verbe correspondant:

to sprinkle

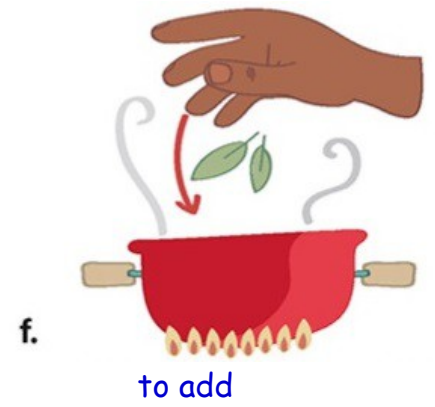
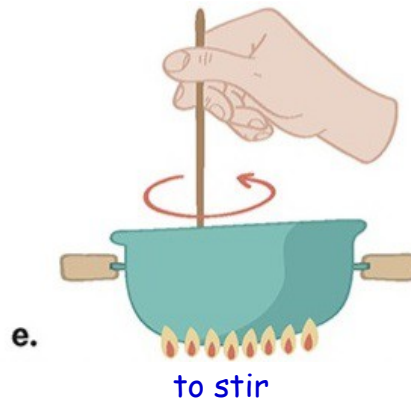
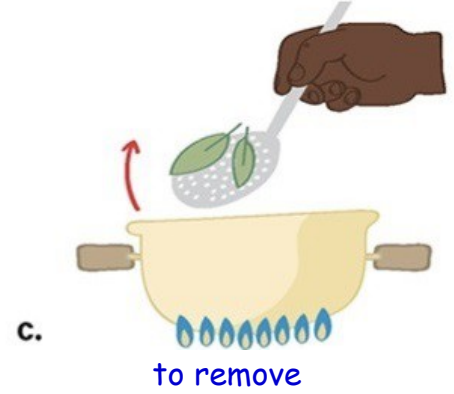
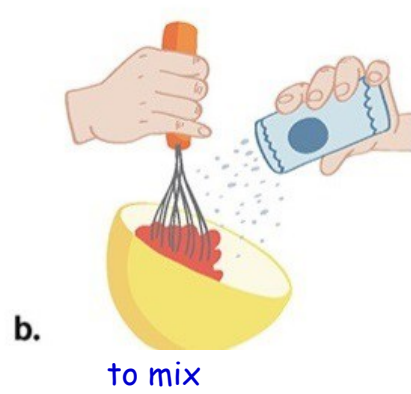
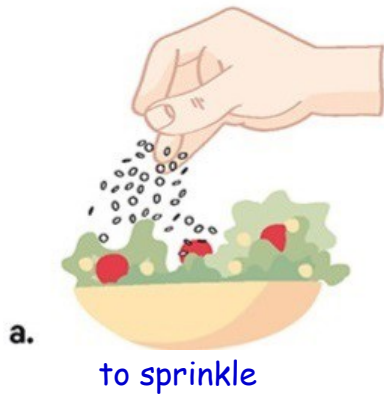
to turn up the heat

to stir

to add

to mix

to remove



Activity 9

Video

I. **Watch** the first part of the video "Being British: What does it mean?" → 0,10 - 0,43

a) **What** British things does Alima mention?

- The Union Jack
- The Queen
- Fish and Chips

b) Alima mentions two reasons why people emigrate to the UK. **Write** them down:

- Some come because their parents moved here to work.
- Some, like me, because the country they were born in is too dangerous to live in.

II. **Watch** the second part of the video → 0,43 - 1,21

Answer the questions:

a) **Where** was Alima born?



Lebanon



Afghanistan



Pakistan

b) **Look** at the screenshots from the video.

What things that reflect her heritage does she do?



1. I cook and I eat Afghan food.
2. I speak Dari which is spoken in Afghanistan.
3. On special occasions, I even dress differently.

c) What problem about people's opinion does she mention? (1,12 - 1,21)

Because of these things not everyone would consider me British, and there are those who think that people like me shouldn't be allowed to live in the UK.

III. **Watch** the third part of the video → 1,21 - 2,10:

Answer the questions:

a) **What** is the relationship between Alima and Idris?

Idris is her brother.

b) **What** is the main difference between the two of them?

- He was born in Lebanon and she was born in Afghanistan.
- He was born in the UK and she was born in Afghanistan.
- He was born in the UK and she was born in Pakistan.

c) **What** adjective does Idris use when he says that he is part of two cultures?

- grateful
- happy
- proud
- excited

IV. **Read** this text by Monica Ali.

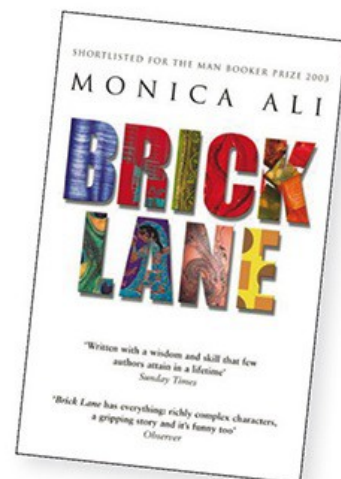
a) **Underline** all the words that have a negative connotation:

Tu peux tracer des lignes sur le document grâce à la barre d'outils.

'It's a success story,' said Chanu, exercising his shoulders. 'But behind every story of immigration success there lies a deeper tragedy.

I'm talking about the clash between Western values and our own. I'm talking about the struggle to assimilate and the need to preserve one's
5 identity and heritage. I'm talking about children who don't know what their identity is. I'm talking about the feelings of alienation engendered by a society where racism is prevalent.'

↑ Monica Ali, **Brick Lane** (2003)



b) **List** the difficulties for a person who has two cultures:

"the clash between western values and our own" "struggle to assimilate" "need to preserve one's identity and heritage" "children who don't know what their identity is" "feelings of alienation" "prevalent racism".

c) **Listen** to the vocabulary on track 21 and **repeat**:

Vocabulary

a clash: un conflit

heritage /'herɪtɪdʒ/

racism /'reɪsɪzəm/

a struggle /'strʌɡl/: une épreuve

to be proud /praʊd/ **of**

to feel alienated /'eɪliəneɪtɪd/

to preserve one's identity

to struggle: avoir du mal à