

EXPLORE 1. The Harlem Renaissance → p. 19

3 I, Too PARCOURS DIFFÉRENCIÉS

WAY 1

- 1 Read the poem and give information about the speaker.
  - Nationality: .....
  - Skin colour: .....
  - Job: .....
- 2 Tick the adjectives showing how the speaker feels.
  - weak  strong  sad  happy  depressed  ambitious
- 3 Who is "they" in the text?
  - the speaker's friends  the speaker's parents  the speaker's employers
- 4 Explain how the speaker feels about the characters represented by "they" by using the following expressions.
  - works for them – don't respect him – grows strong – ashamed of themselves*

WAY 2

- 1 Read the poem and write the words below in the right column.
  - waiter – strong – bosses – ashamed – beautiful – white – black – give orders – obey*

"I"	"They"
.....	.....
.....	.....
- 2 Focus on the lines 2 to 7. Explain what the speaker has to do when company comes, and why.
- 3 Focus on the lines 8 to 14 and explain how the speaker feels about "tomorrow".
- 4 Focus on the last line, "I, too, am America," and explain why the speaker feels he needs to say that.

EXPLORE 2. Gentrification → p. 20

1 "The Times They Are A Changin'" PARCOURS DIFFÉRENCIÉS

WAY 1

- 1 Focus on the pictures and write the words below in the right column.
  - brown – modern – full of adverts – colourful – old fashioned – traditional – metal staircases – typical*

1989	2017
.....	.....
.....	.....
.....	.....
- 2 Read the article and write "positive" or "negative" next to each change.
  - Loss of a historical building: .....
  - New uninteresting building: .....
  - More fresh products: .....
  - Better meat: .....
  - Higher prices: .....
- 3 Sum up the evolution of the building, using the following words: *on the one hand – on the other hand – brown – modern – full of adverts – colourful – old fashioned – turn into*
- 4 Focus on the last sentence and explain why the author seems to be against this new building.

2 The end of black Harlem? PARCOURS DIFFÉRENCIÉS

WAY 2

- 1 Pick out words expressing positive feelings towards Harlem and use them to explain why the author is so attached to his neighbourhood.
- 2 Tick what you can find in Harlem according to the author.
  - immigrants from Africa  immigrants from Asia  immigrants from South America  art
  - oppression  parties  a swamp  people who are all the same  violence
- 3 Tick what the writer thinks about Harlem.
  - It is boring.  It is changing too fast.  People are wrong to say it is a bad area.
  - People who live there are snobs.
- 4 Comment on the tone of the last sentence and the use of the word "doomed".

**1**  I got nervous before I cooked for President Obama PARCOURS DIFFÉRENCIÉS

**WAY 1**

**1 Listen** to the recording and **tick** the correct information about the person it is about.

- Name:  Samuel Marcuson  Marcus Samuelsson  Samuelcus Marson
- Job:  chef  boss  schoolmaster
- Country of origin:  Egypt  Ethiopia  Italy

**2 Match** the following numbers you can hear in the document to what they correspond to.

- |      |   |
|------|---|
| 24 • | • number of years he worked before opening Red Rooster        |
| 6 •  | • age at which he started working in a fine dining restaurant |
| 7 •  | • number of years he worked in his own restaurant             |
| 20 • | • number of restaurants he owns                               |

**3 Focus** on ways the person was inspired by Harlem's culture. **Tick** the right boxes.

- He was born there.  He lived there.  He worked there.
- He wanted to reflect the culture of the community.  He loved the Harlem Shake.

**4 Tick** the man's achievements.

- He appeared in Top Chef.  He taught Barack Obama how to cook.
- He created Top Chef.  He cooked for Barack Obama.

**5 Explain** why this man's life can be considered as a success story.

.....  
 .....

**WAY 2**

**1 Listen** to the document and **fill in** the gaps with information about the man it is about.

His name is ..... he was born in .....  
 and he works as ..... in the city of .....

**2 Put** the events of his life in the right order.

- ..... He became a celebrity on TV cooking shows.
- ..... He was named Executive Chef of the fine dining restaurant Aquavit.
- ..... He opened up the Red Rooster restaurant in Harlem.
- ..... He was born in Ethiopia.

**3 Pick out** words or sentences in the document showing that he was inspired by Harlem.

.....  
 .....

**4 Explain** why this person is a celebrity.

This person is considered a celebrity **because** he.....  
 .....  
 .....

Compréhension de l'oral 

Comprendre un reportage



<b>A2</b>	Je sais identifier la nature de la vidéo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Je repère les différents noms donnés à East Harlem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Je comprends pourquoi East Harlem a plusieurs noms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	Je suis capable de donner deux informations sur le Museo Del Barrio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'explique pourquoi le Museo Del Barrio a été créé.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1+</b>	Je donne deux informations à propos de Tito Puente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'explique comment la ville de New York a rendu hommage à Tito Puente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compréhension de l'écrit 

Comprendre un article de journal



<b>A2</b>	J'identifie la nature et le thème du document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Je repère qui sont les différentes personnes prenant la parole dans ce document et je comprends ce qu'elles font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Je comprends un élément essentiel du scénario du court-métrage <i>Dodo Titi</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	J'identifie ce que Nadhege Ptah apprécie à Harlem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'explique ce qu'elle a appris de ses habitants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1+</b>	J'identifie le double héritage culturel de Nadhege Ptah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J'explique comment cet héritage l'a influencée.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>