

# IRISH TRIP

## PART 2

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**Niveau 3 - Examen terminal 2024-2025 – Semestre 1**

## ✿ Contents ✿

<b>I- Ireland's pub culture</b>	
Text: In Ireland, pubs now offer more than just a pint .....	3
A. Vocabulary .....	5
B. Grammar: Le present perfect .....	7
C. Comprehension .....	11
D. Writing .....	12
<b>II- Irish songs (1)</b>	
The 5 best Irish songs for Saint Patrick's day .....	13
A. Vocabulary .....	15
B. Comprehension .....	18
C. Writing .....	19
<b>III- Irish songs (2)</b>	
"Sunday Bloody Sunday" .....	20
A. Vocabulary .....	22
B. Comprehension .....	22
C. Grammar: Les articles .....	24
D. Writing .....	28
<b>Appendixes</b>	
- How to organise your thoughts .....	29
- How to write an essay .....	30

## PART 2: DELVING INTO IRISH CULTURE



## I- IRELAND'S PUB CULTURE

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### In Ireland, pubs now offer more than just a pint

Yvonne Gordon, *www.bbc.com*, 15 March 2024

Visit a pub near Dublin's International Financial Services Centre (IFSC) on a Friday evening, and you're more **likely to** find tables of friends sharing food and a bottle of wine, instead of crowds of **besuited** workers **clutching pints**.

The pub is still a key part of Ireland's **social fabric**, yet drinking culture in the country has changed a lot since the '00s. Alcohol **consumption has fallen**, and **zero-alcohol drinks are on the rise**. By some estimates, sales of non-alcoholic beer more than **tripled** between 2017 and 2021. And research by Drinks Ireland shows alcohol consumption in the country **has decreased by** around 30% in the past 20 years. While the **behaviour** change is **cross-generational**, it's more pronounced among younger age groups.

As **consumers** seek more **balance** in how – and what – they drink, they're also responding to other societal factors that have **knock-on effects** for pub culture in Ireland. People are **working from home** and going for **after-work drinks** with colleagues less often, and seeking different ways of **socialising**, particularly as the cost of living continues **to soar**.

**Running** a pub now is a **moving target** with lots of challenges, says Ronan Lynch, **owner** of The Swan Bar on Dublin's Aungier Street.

This has particularly been the case as hospitality-business owners are still recovering from the pub restrictions of the Covid-19 years, during which strict **lockdowns** forced them closed for months at a time. Other factors, such as **an increase in** the minimum **wage** and higher national **VAT**, have **inflated** prices across the sector; they've also **nudged up** costs and **reduced** operating hours of the **surrounding** restaurants, which are crucial to **driving** the pub's before-and-after-dinner business.

The Harbourmaster is located in the IFSC, home to some of the world's leading financial services companies and banks. The tens of thousands of workers employed there compose most of their customers. In **a major shift**, many of these firms have introduced post-pandemic **hybrid-work policies**, meaning employees are in the office fewer days each week.

It's changed the way they **patronise** the pub. "Wednesday is now the busiest day of the week," says Killeen. "They don't come in [to the office] on a Monday or a Friday because they want the long weekend."

With the reduction in office traffic, the Harbourmaster has had to diversify its business. Food has always been a big part of its model, and it has a large upstairs function room, but they are now hosting both tour groups for meals as well as taking on new functions, such as First Communion or Confirmations.

These cultural changes **have ushered in a new era** of experimentation, including the introduction of alcohol-free pubs and **venues** that offer more than just a drinking experience.

In January, Board Dublin, a non-alcoholic board games bar on Dublin's Clanbrassil Street, opened its doors. Chris Raymond, head of marketing at Bodytonic, which owns the pub, says that they started it because the owners and **management team** found their socialising was no longer being centred around alcohol. "That's where our desire to open an alcohol-free bar came from," he says. "We've been wanting to do a games bar for years, the two just went **hand-in-hand**."

Raymond adds they had noticed **the growth in** the non-alcoholic drinks category in their other pubs (which include Pot Duggans, in Ennistymon, County Clare; The Lighthouse in Dún Laoghaire, County Dublin; and The Bernard Shaw in Dublin 9) and the variety they can serve, with non-alcoholic wines and spirits, draft Guinness 0.0 and Heineken 0.0, plus kombucha on tap.

"While people want a social experience, they probably want other factors than stand-alone alcohol, whether it be food or entertainment," says hospitality consultant Barry Cassidy, from Independent Insight. "The way consumers are behaving with alcohol now **is evolving**, it's about more food, experience and entertainment occasions. There will be **a merging** with **wellness** and hospitality. I think pubs will be central to that, because they are social environments, they just might be lighter on the 'social lubricant'."

"They are just timeless," he says. "I think they retain a space for people who might not engage with it as often as an older generation might, but it will still be a place where they will go for an occasion, and also for tourists to experience the authenticity of Ireland."

## A. VOCABULARY

1. **General vocabulary** — match the words/phrases with their **bolded** equivalents from the text:

- |   |                                     |
|---|-------------------------------------|
| 1. un salaire                                 | <b>a. likely to</b>                 |
| 2. ont instauré une ère nouvelle              | <b>b. clutching</b>                 |
| 3. situé·e                                    | <b>c. the social fabric</b>         |
| 4. alentour                                   | <b>d. cross-generational</b>        |
| 5. des répercussions                          | <b>e. behaviour</b>                 |
| 6. une cible, un objectif mouvant·e           | <b>f. consumers /consumption</b>    |
| 7. susceptible de                             | <b>g. a balance</b>                 |
| 8. intergénérationnel                         | <b>h. knock-on effects</b>          |
| 9. le bien-être                               | <b>i. a moving target</b>           |
| 10. le comportement                           | <b>j. surrounding</b>               |
| 11. des consommateurs·trices /la consommation | <b>k. lockdowns</b>                 |
| 12. un équilibre                              | <b>l. located</b>                   |
| 13. la socialisation, convivialité            | <b>m. have ushered in a new era</b> |
| 14. le tissu social                           | <b>n. a venue</b>                   |
| 15. des confinements                          | <b>o. hand-in-hand</b>              |
| 16. une fusion                                | <b>p. a merging</b>                 |
| 17. de pair                                   | <b>q. wellness</b>                  |
| 18. empoignant                                | <b>r. socialising</b>               |
| 19. la TVA                                    | <b>s. a wage</b>                    |
| 20. un lieu (de rassemblement/rdv)            | <b>t. VAT</b>                       |

► 1. \_\_ ; 2. \_\_ ; 3. \_\_ ; 4. \_\_ ; 5. \_\_ ; 6. \_\_ ; 7. \_\_ ; 8. \_\_ ; 9. \_\_ ; 10. \_\_ ; 11. \_\_ ; 12. \_\_ ; 13. \_\_ ; 14. \_\_ ; 15. \_\_ ; 16. \_\_ ; 17. \_\_ ; 18. \_\_ ; 19. \_\_ ; 20. \_\_

**2. Drinking habits** — Match the definitions *in italics* with the **bolded** words/phrases.

- |   |                                |
|---|--------------------------------|
| A. <i>A beverage containing less than 0.5% alcohol by volume (ABV)/ alcohol-free drink.</i>               | <b>1. a pint</b>               |
| B. <i>Abstaining from alcohol.</i>  | <b>2. draft beer</b>           |
| C. <i>An activity in which a group of people visit multiple bars/pubs in a single night.</i>              | <b>3. on tap</b>               |
| D. <i>Food served in a pub.</i>   | <b>4. spirits</b>              |
| E. <i>A non-alcoholic cocktail.</i>   | <b>5. a bartender</b>          |
| F. <i>The unpleasant physical effects following heavy consumption of alcohol.</i>                         | <b>6. sober/teetotal</b>       |
| G. <i>Something that helps to ease social interactions and make communication more comfortable.</i>       | <b>7. a zero-alcohol drink</b> |
| H. <i>Intoxicated/Inebriated/Drunk/Wasted.</i>  | <b>8. a mocktail</b>           |
| I. <i>The consumption of an excessive amount of alcohol in a short period of time.</i>                    | <b>9. a pub crawl</b>          |
| J. <i>Distilled alcoholic beverages such as whiskey, vodka, and gin.</i>                                  | <b>10. binge drinking</b>      |
| K. <i>A mug of beer/A unit of liquid capacity equal to approximately half a litre.</i>                    | <b>11. stand-alone alcohol</b> |
| L. <i>Beer served from a keg rather than a bottle or can.</i>   | <b>12. pub grub</b>            |
| M. <i>Available to be served from a keg or cask/ on draught.</i>  | <b>13. hammered</b>            |
| N. <i>Alcohol consumed by itself, not accompanied by mixers, food, or additional activities.</i>          | <b>14. hangover</b>            |
| O. <i>A person who prepares and serves drinks at a bar.</i>   | <b>15. patronise</b>           |
| P. <i>To visit or frequent a pub/bar regularly.</i>   | <b>16. after-work drinks</b>   |
| Q. <i>The drinks one has after one's workday is over, typically as a social activity with co-workers.</i> | <b>17. a social lubricant</b>  |

► A. \_\_\_ ; B. \_\_\_ ; C. \_\_\_ ; D. \_\_\_ ; E. \_\_\_ ; F. \_\_\_ ; G. \_\_\_ ; H. \_\_\_ ; I. \_\_\_ ; J. \_\_\_ ; K. \_\_\_ ;  
L. \_\_\_ ; M. \_\_\_ ; N. \_\_\_ ; O. \_\_\_ ; P. \_\_\_ ; Q. \_\_\_

**3. The world of work/business** — Find the **bolded** equivalents from the text.

- a. en costume-cravate : \_\_\_\_\_
- b. stimuler : \_\_\_\_\_
- c. les politiques concernant le travail hybride : \_\_\_\_\_
- d. le télétravail : \_\_\_\_\_
- e. gérer : \_\_\_\_\_
- f. l'équipe de direction/gestion : \_\_\_\_\_

4. Describing trends — classify the highlighted words and phrases in the table below:

General evolution	
<ul style="list-style-type: none"> <li>• un changement majeur : _____</li> <li>• est en évolution, évolue : _____</li> </ul>	
Upward movement	Downward movement

### B. GRAMMAR: Le *Present perfect*

(1) *Alcohol consumption has fallen, and zero-alcohol drinks are on the rise. By some estimates, sales of non-alcoholic beer more than tripled between 2017 and 2021.*

(2) *Running a pub now is a moving target with lots of challenges. This has particularly been the case since the Covid-19 years.*

(3) *Other factors, such as an increase in the minimum wage and higher national VAT, have just inflated prices across the sector.*

(4) *Food has always been a big part of its model, but they are now hosting events.*

1. **Soulignez les verbes au *present perfect* dans les phrases ci-dessus. Essayez d'expliquer pourquoi dans chaque cas on l'a utilisé et non pas le prétérit ou un autre aspect du présent.**

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_



## 2. Quand emploie-t-on le *present perfect* ?

### a. Emplois généraux :

	Pour...	Marqueurs de temps fréquents	Exemple tiré du texte :
a.	parler d'actions ou événements <b>entamés dans le _____ et continuant dans le présent.</b>	FOR* _____* in the past X ...	
b.	faire le _____ d'actions ou événements, <b>valide au moment présent.</b>	already, ever, never, not yet, _____	
c.	parler d'actions ou événements <b>achevés mais ayant encore des _____ perdurant dans le présent.</b>		
d.	parler d'actions ou événements <b>qui viennent de se produire, donc très _____ du moment présent.</b>	just	

### b. Conclusion : le *present perfect* est un temps du \_\_\_\_\_ (comme l'indique son nom).



#### Rappel : (voir pp. 14-16)

Pour parler du passé, on emploie **TOUJOURS** le \_\_\_\_\_.

Il renvoie en effet à des **actions ou événements passés, révolus** et marque la \_\_\_\_\_ avec le présent.

De nombreux **marqueurs temporels** peuvent indiquer que l'action ou événement est bel et bien achevé : *X years/months, etc. AGO, last year/month, etc., when I was a child, in + date, on Monday, etc.*

### c. "Depuis" — Observez les phrases ci-dessous et complétez la leçon :

(1) *This has particularly been the case since the Covid-19 years.*

(2) *Drinking culture in the country has changed a lot since the '00s.*

(3) *We've been wanting to do a games bar for years.*

(4) *The management team has been wanting to do a games bar since they found socialising was now different.*

\* Lorsque l'on utilise le **present perfect** pour parler d'une \_\_\_\_\_, on utilise principalement FOR ou SINCE (ou *in/over the Past X years/months/weeks/days*).




	suivi de	Exemple(s) :
FOR		
SINCE		

3. Comment former le **present perfect** ? Soulignez les verbes au *present perfect* dans les phrases ci-dessous, puis complétez le tableau.

*Has drinking culture in the country changed a lot in the past two decades? Alcohol consumption in the country has decreased by around 30% in the past 20 years. The Harbourmaster has had to diversify its business. Food has always been a big part of its model, but hosting events hasn't. These cultural changes have ushered in a new era of experimentation.*

Forme :	Exemple tiré du texte :	Structure :
affirmative (verbe régulier) :		
affirmative (verbe irrégulier):		
négative :		
interrogative :		

4. Exercices : Attention aux verbes irréguliers (pp. 58-61) et à la prononciation de -ED !

 Rappel: LES 3 PRONONCIATIONS DE LA TERMINAISON -ED			
	d	t	Id
SON AVANT -ED	tous les autres sons	/p/, /k/, /f/, /θ/, /ʃ/, /tʃ/, ou /s/	/t/ ou /d/

**a. Conjuguez les phrases suivantes au *present perfect* :**

1. People \_\_\_\_\_ (embrace) alcohol-free options more than ever.
2. Some pubs \_\_\_\_\_ (not/fully recover) from the pandemic restrictions.
3. \_\_\_\_\_ (you/notice) the rise in non-alcoholic beverage sales?
4. Many younger people \_\_\_\_\_ (choose) to drink less alcohol.
5. Traditional pubs \_\_\_\_\_ (not/adapt) quickly enough.

**b. Choisissez entre le prétérit et le *present perfect* selon le contexte :**

1. Sales of non-alcoholic beer \_\_\_\_\_ (increase) in recent years.
2. Four years ago, many pubs \_\_\_\_\_ (close) due to the pandemic.
3. They \_\_\_\_\_ (not try) kombucha before this visit.
4. In the past two decades, drinking habits \_\_\_\_\_ (change) in Ireland.
5. The Harbourmaster \_\_\_\_\_ (diversify) its business recently.
6. Yesterday, the pub \_\_\_\_\_ (cater) for a large group of tourists.
7. We \_\_\_\_\_ (see) a rise in alcohol-free venues lately.
8. He \_\_\_\_\_ (move) to Dublin last month.
9. The management team \_\_\_\_\_ (notice) a shift in socialising habits.
10. Last Friday, they \_\_\_\_\_ (go) to a non-alcoholic pub.

**c. Complétez les phrases avec *for* ou *since* :**

1. They have lived in Dublin \_\_\_\_\_ 2015.
2. Alcohol consumption has fallen \_\_\_\_\_ the past two decades.
3. She has worked at the Harbourmaster \_\_\_\_\_ five years.
4. Prices have inflated \_\_\_\_\_ the minimum wage increased.
5. They have tried to recover from the lockdowns \_\_\_\_\_ months.

**N'oubliez pas d'approfondir et réviser en ligne sur:  
(faites les exercices de A1/N1 à B1/N3 par ordre de difficulté)**



→ <https://cours.univ-paris1.fr/course/view.php?id=32992&section=17>

**C. COMPREHENSION**

**1. Present the text in a few words (type, title, source/author, date, topic).**

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**2. True or false? Justify with a short quotation from the text.**

1. Newer generations tend to drink less alcohol than their elders.

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2. The Covid-19 pandemic has not impacted the pub industry in Ireland.

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3. Board Dublin is a traditional pub.

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4. Barry Cassidy believes that pubs have a bright future ahead of them in Ireland.

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**3. In your own words, explain how the drinking culture in Ireland has changed over the past two decades. Mention three major changes, use linking words.**

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## II- IRISH SONGS (1)

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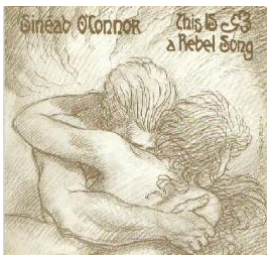
### The 5 best Irish songs for St. Patrick's Day

Andrew Friscano & others, *www.timeout.com*, 21 February 2024

- Culture notes from *Wikipedia*

#### 1. "This Is a Rebel Song" by Sinéad O'Connor (1997)

<https://www.youtube.com/watch?v=wbre5Fs9m8I>



Sinéad O'Connor was a **divisive** figure, but love her or hate her: she didn't give a shit. No one was protected from the **incisively** political folk-rocker's criticism. This song serves as evidence of that, with the title **chiding** U2's apolitical pacifism (see "Sunday Bloody Sunday" below) and the lyrical **plea** to a lover hiding an **indictment** of English violence against the Irish.

**The Troubles** (Irish: *Na Trioblóidí*) was a guerrilla/nationalist conflict in Northern Ireland during the late 20th century. It is also known as the **Northern Ireland conflict**, and is sometimes described as an "irregular war" or "low-level war". The conflict began in the late 1960s and many say it ended with the **Good Friday Agreement** of 1998.

Catholics in Northern Ireland had long experienced discrimination and civil rights abuses from the Protestant majority. Eventually, a civil rights movement began in the late 1960s, and fighting broke out between Catholics and Protestants. The British sent troops there to stop the violence. In response, the IRA began to use terrorism against the British.

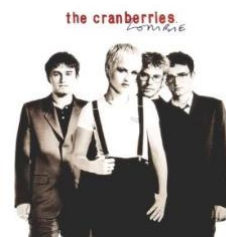
A key issue was the state of Northern Ireland. Unionists/loyalists (most of whom were Protestants) wanted Northern Ireland to remain within the United Kingdom. Irish nationalists/republicans (most of whom were Catholics) wanted Northern Ireland to leave the United Kingdom and join a United Ireland.

More than 3,500 people were killed in the conflict.

#### 2. "Zombie" by The Cranberries (1994)

<https://www.youtube.com/watch?v=8MuhFxaT7zo>

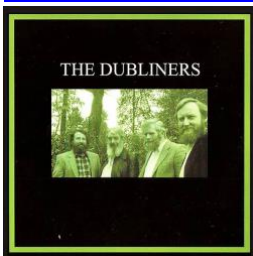
One of the '90s most distinctive pop-rock bands (Irish or otherwise), The Cranberries ran circles around the globe with intimately ethereal singles like "Linger" and "Dreams." Augmenting the same **breathy vocals** from singer Dolores O'Riordian with **crushing guitar** fuzz, "Zombie" **left-turns** into more somber political waters than the band's typical, commemorating the two boys killed in the Warrington IRA bombings.



The **Warrington bombings** were two IRA bomb attacks that took place during early 1993 in Warrington, Cheshire, England. The first attack happened on 26 February, when a bomb exploded at a gas storage facility. This first explosion caused extensive damage, but no injuries. The second attack happened on 20 March, when two smaller bombs exploded in litter bins outside shops and businesses on Bridge Street. Two children were killed and 56 people were injured.

### 3. “Molly Malone” by The Dubliners (1977)

<https://www.youtube.com/watch?v=wjih5EmkKCA>

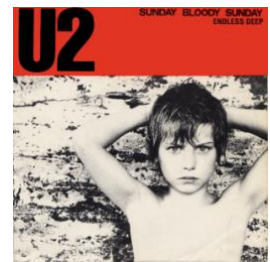


Eminent Irish-folk institution The Dubliners and its **rousing** edition of “Molly Malone” share one thing in common: staying power. The guys just passed their 50th anniversary, and the Irish capital's unofficial anthem—an ode to a young **lass** who sells **cockles and mussels**—dates back to the 1800s. Of all recorded covers, this Dubliners track has become the definitive version!

### 4. “Sunday Bloody Sunday” by U2 (1983)

<https://www.youtube.com/watch?v=EM4vblG6BVQ>

This U2 concert **staple** is “not a rebel song” (or so Bono proclaims every time he performs it live). Sure, the militaristic beat calls to mind army drums and the lyrics chronicle the titular Irish tragedy's **bloodshed**—the mass civilian killing from the Troubles known as Bloody Sunday—but the tune's not a rally cry for armed resistance. Rather, the band **adamantly** maintains it's a plea for peace.



**Bloody Sunday**, or the **Bogside Massacre**, was a massacre on 30 January 1972 when British soldiers shot 26 unarmed civilians during a protest march in the Bogside area of Derry, Northern Ireland. 14 men were killed. Many of the victims were shot while fleeing from the soldiers, and some were shot while trying to help the wounded<sup>1</sup>. Other protesters were injured, two were run down by British Army vehicles, and some were beaten. All of those shot were Catholics. The march had been organised by the Northern Ireland Civil Rights Association (NICRA) to protest against internment without trial<sup>2</sup>.

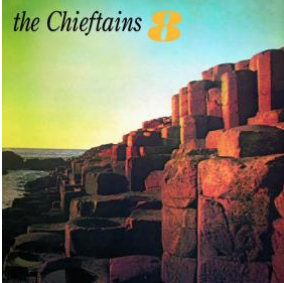
Bloody Sunday came to be regarded as one of the most significant events of the Troubles because so many civilians were killed by forces of the state, in view of the public and the press. It was the highest number of people killed in a shooting incident during the conflict and is considered the worst mass shooting in Northern Irish history.

<sup>1</sup> *the wounded*: les blessé-es

<sup>2</sup> *a trial*: un procès

5. “The Wind That Shakes the Barley/The Reel With the Beryle” by The Chieftains (1978)

<https://www.youtube.com/watch?v=k8eeUjGjUZc>



The first time much of the world outside Ireland heard traditional Celtic music came via Paddy Moloney’s long-running ensemble, which somehow became an international sensation in the 1970s and ’80s playing instrumental Irish folk tunes completely divorced from contemporary pop trends. This pipes-and-bodhran toe-tapper might inspire you to leap up on the bar and break into some step-dancing!

A. VOCABULARY

1. (Irish) music

a. Traditional Celtic instruments — match the instrument with its name:

**SAVE THE DATE**

**MERCREDI**

**4**

**DÉCEMBRE 2024**

**IRISH NIGHT**

**18h-20h**

► a. a bodhrán: \_\_\_\_\_ b. an Irish bouzouki: \_\_\_\_\_

c. a concertina: \_\_\_\_\_ d. an Irish Harp: \_\_\_\_\_ e. a fiddle: \_\_\_\_\_

f. an Irish flute: \_\_\_\_\_ g. Highland pipes: \_\_\_\_\_ h. Uilleann pipes: \_\_\_\_\_ i. a tin whistle: \_\_\_\_\_

\_\_\_\_\_



b. **Modern Irish music**— Fill in the gaps with underlined words from the text:



► 1. \_\_\_\_\_ → A. a \_\_\_\_\_ player

2. a microphone → B. a \_\_\_\_\_ 3. \_\_\_\_\_ → C. a \_\_\_\_\_ ER

A+B+C = a \_\_\_\_\_

**c. Music genres** — Match the descriptions *in italics* with the music genre.

A. *A music genre that includes traditional music and the contemporary genre that evolved from the former during the 20th-century revival, which reached a zenith in the 1960s.*

**1. Traditional Celtic music**

B. *A genre of popular music that originated in its modern form during the mid-1950s in the US and the UK. Rock and this genre remained roughly synonymous until the late 1960s, after which this genre became associated with music that was more commercial, ephemeral, and accessible.*

**2. Folk**

C. *A genre of rock music with heavy influences from English folk and American folk music. It arose in the US, Canada, and the UK in the mid-1960s.*

**3. Pop**

D. *A fusion genre characterised by a strong commercial appeal, with more emphasis on professional songwriting and recording craft, and less emphasis on attitude than standard rock music.*

**4. Rock**

E. *Traditional instruments like the harp, fiddle, bagpipes, flute, and bodhrán give this music its distinctive character. It was long transmitted orally.*

**5. Folk-rock**

F. *A broad genre of popular music that originated in the United States in the late 1940s and early 1950s. It has its roots in blues and rhythm and blues genres of African-American music and in country music.*

**6. Pop-rock**

► A. \_\_\_ ; B. \_\_\_ ; C. \_\_\_ ; D. \_\_\_ ; E. \_\_\_ ; F. \_\_\_

d. **Songs** — Fill in the gaps using underlined words from the article.

a song =	paroles : _____ + chant : _____ +	un air / une mélodie :
	un vers: <i>a LINE</i> , un couplet : <i>a VERSE</i> un refrain : <i>a chorus</i>	
un morceau :		un quadrille :
un hymne :		la mesure :
une reprise : (x2)		très rythmé :

2. **General vocabulary** — Match the words/phrases with their **bolded** equivalents from the text.

- a. une fille : \_\_\_\_\_
- b. cinglant, percutant : \_\_\_\_\_
- c. prendre un virage à gauche : \_\_\_\_\_
- d. controversé-e : \_\_\_\_\_
- e. catégoriquement, inflexiblement : \_\_\_\_\_
- f. une supplication : \_\_\_\_\_
- g. rauque : \_\_\_\_\_
- h. entraînant-e : \_\_\_\_\_
- i. des coques et des moules : \_\_\_\_\_
- j. réprimandant : \_\_\_\_\_
- k. un témoignage accablant (contre) : \_\_\_\_\_
- l. un incontournable : \_\_\_\_\_
- m. un bain de sang : \_\_\_\_\_

## B. COMPREHENSION

**1. Present the text in a few words (type, title, source/author, date, topic).**

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**2. True or false? Justify with a quotation from the text.**

1. "This Is a Rebel Song" proved that Sinéad O'Connor was not afraid of speaking truth to power.

---

2. "Zombie" features light, airy vocals without any heavy guitar elements.

---

3. "Molly Malone" is an original song about a girl who sells shellfish.

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4. "Sunday Bloody Sunday" is about encouraging Irish people to take up arms.

---

5. "The Wind That Shakes the Barley" is a powerful dancing song.

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**3. In your own words, compare and contrast the three political songs.**

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### III- IRISH SONGS (2): "Sunday Bloody Sunday"

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U2, War, 1983 (<https://www.u2.com/lyrics/127>)  
<https://www.youtube.com/watch?v=EM4vblG6BVQ>

- 1 I can't believe the news today  
I can't close my eyes and make it go away.  
How long, how long must we sing this song?  
How long, how long?
- 5 'Cos tonight  
We can be as one, tonight.  
  
Broken bottles under children's feet  
Bodies **strewn** across the **dead-end street**.  
But I won't **heed** the battle call
- 10 It puts my back up, puts my back up against the wall.  
  
Sunday, bloody Sunday.  
Sunday, bloody Sunday.  
Sunday, bloody Sunday.  
Sunday, bloody Sunday.

15 Oh, let's go.

And the battle's just begun  
There's many lost, but tell me who has won?  
The trenches **dug** within our hearts  
And mothers, children, brothers, sisters

20 **Torn apart.**

Sunday, bloody Sunday.  
Sunday, bloody Sunday.

How long, how long must we sing this song?  
How long, how long?

25 'Cos tonight

We can be as one, tonight.

Sunday, bloody Sunday.  
Sunday, bloody Sunday.

**Wipe** the tears from your eyes

30 Wipe your tears away.

I'll wipe your tears away.

I'll wipe your tears away.

I'll wipe your **bloodshot** eyes.

Sunday, bloody Sunday.

35 Sunday, bloody Sunday.

And it's true we are immune  
When fact is fiction and TV reality.  
And today the millions cry  
We eat and drink while tomorrow they die.

40 The real battle just begun

To claim the victory Jesus won

On...

Sunday, bloody Sunday  
Sunday, bloody Sunday...

### A. VOCABULARY

Match the words/phrases with their **bolded** equivalents from the song.

1. les tranchées : \_\_\_\_\_
2. injectés de sang/rouges : \_\_\_\_\_
3. une impasse/rue sans issue : \_\_\_\_\_
4. essuie : \_\_\_\_\_
5. jonchant : \_\_\_\_\_
6. divisé-es/qui se déchirent : \_\_\_\_\_
7. écouter (ici: répondre à) : \_\_\_\_\_

### B. COMPREHENSION

1. Present the text in a few words (type, title, source/author, date, topic).

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2. True or false? Justify with a quotation from the text.

1. The massacre in the song was committed during the War of Independence.

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2. The song is filled with despair and hopelessness only.

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3. The speaker wants the conflict to go on and the IRA to win whatever it takes.

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**3. In your own words, explain the meaning of “The trenches dug within our hearts” in the song.**

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**4. Focus on the last two verses: in your own words, explain how peace is defined and advocated for in the song.**

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### C. GRAMMAR: Les articles

- (1) *a rebel song* (2) *English violence* (3) *the Irish*  
 (4) *an indictment of* (5) *Bodies strewn across* (6) *the dead-end street*

#### 1. Rappels :

- a. **Les trois types d'articles en anglais** — identifiez les articles dans les groupes nominaux ci-dessus, puis classez-les dans le tableau :

Article défini	Article indéfini	_____

Les articles font partie de la famille des \_\_\_\_\_. À ce titre, ils indiquent comment le \_\_\_\_\_ qui les suit est **perçu** par l'énonciateur·trice (= la personne qui \_\_\_\_\_).

#### b. **The /ðə/ ou the /ði:/? A ou an ?**

- (1) *the Irish* (2) *the dead-end street* (3) *a yellow harp* (4) *the Union*

Complétez le tableau ci-dessous à l'aide des exemples ci-dessus :



The /ðə/ et _____	The /ði:/et _____
<b>SON consonne</b>	<b>SON voyelle</b>
<b>Lettres:</b>	<b>Lettres:</b>
<b>Exemples:</b>	<b>Exemples:</b>



Certains <h> sont MUETS, les mots concernés commencent alors par un son \_\_\_\_\_, et sont donc précédés de    ou /   / !

*hour, hourly,*  
*heir, heiress, heirloom,*  
*honour, honourable, honourably, honorary, honorific,*  
*honest, honesty, honestly*

**2. L'Article défini** : complétez la leçon et recopiez les exemples ci-dessous aux bons endroits.

- (1) *the dead-end street* (2) *the political folk-rocker* (3) *the globe* (4) *the Warrington IRA bombings*  
(5) *the mass civilian killing known as Bloody Sunday* (6) *the world*  
(7) *the tears from your eyes*

On emploie l'article défini: \_\_\_\_\_ quand on parle d'**éléments bien** \_\_\_\_\_, **au singulier ou au pluriel**.

**a. Le/les éléments sont définis par le \_\_\_\_\_ extra-linguistique :**

*The teacher told me I did very well this term.*

→ Personne connue de celui/celle qui parle et des personnes à qui iel s'adresse.

*Listen to the reel, it's beautiful.*

→ On sait de quel quadrille il s'agit (celui que l'on est en train d'écouter).

Autres exemples: \_\_\_\_\_

**b. Le ou les éléments sont définis par le contexte \_\_\_\_\_ :**

*The trenches dug within our hearts*

→ Tout ce qui se trouve à droite du nom **précise** de quelle tranchées on parle et justifie l'utilisation de l'article défini.

Autres exemples: \_\_\_\_\_

**c. Le/les éléments sont définis par la "connaissance universelle" :**

*The Earth, the Moon, the government, etc.*

Autres exemples: \_\_\_\_\_

#### Cas particuliers

**a. Devant un instrument de musique avec le verbe *play***

*Sean plays the concertina, Róisín plays the fiddle.*

**b. Devant des adjectifs (nominalisés) désignant des groupes**

*The Irish, the British, the French, the Dutch, the Germans, the Australians, etc.*  
*The poor, the homeless, the police, the army, etc.*

**c. Devant les noms de pays au pluriel**

*The United Kingdom (= England+Wales+Scotland+Northern Ireland), The United States, the Netherlands, etc.*



### 3. L'article indéfini A/AN :

(1) *a rebel song*      (2) *an indictment*      (3) *an ode*      (4) *a plea for peace*

On emploie l'article indéfini **A/AN** pour désigner **UN élément** parmi \_\_\_\_\_ .  
 L'article indéfini **A/AN** n'existe qu'au \_\_\_\_\_ et SEULEMENT devant un nom \_\_\_\_\_ .

#### Cas particuliers



**a. Devant un nom de profession :**

*She's a drummer, he's a singer.*

**b. Pour exprimer des mesures (par rapport à une variable de temps, de poids, de contenance, etc.) :**

*I go to the pub once a week. It's £3 a pint.*

### 4. L'Ø (article zéro) :

**a. Exprimer une généralité ou un concept/une notion abstraite :**

Devant un nom _____ au pluriel	Devant un nom _____
<p><i>Ø contemporary pop trends</i>  <i>Ø mothers, Ø children, Ø brothers, Ø sisters</i></p>	<p><i>Ø evidence of</i>  <i>Ø English violence, Ø apolitical pacifism</i>  <i>Ø war, Ø peace, Ø famine</i></p>

**b. Désigner des éléments parmi d'autres :**

(1) *Ø Broken bottles under*      (2) *Ø children's feet*      (3) *Ø Irish folk tunes*

Il est alors suivi d'un nom dénombrable au \_\_\_\_\_, et généralement traduit en français par " \_\_\_\_\_."

#### Cas particuliers



**a. Devant les noms de pays: Ø Ireland, Ø England, Ø Scotland**

**b. Devant le nom des personnes "titrées":**

*Ø Taoiseach Simon Harris; Ø President Michael D. Higgins; Ø singer Dolores O'Riordian*

Remplissez ce tableau pour récapituler les emplois généraux des articles :

	+ Indénombrable	+ Dénombrable singulier	+ Dénombrable pluriel
THE	_____		
A/AN		_____	
Ø	_____	_____	_____

**5. Exercice : choisissez le bon article (a, an, the ou Ø).**

- \_\_\_\_\_ Irish people are said to be very friendly.
- Did you see \_\_\_\_\_ Northern Lights back in May? They were beautiful!
- Saoirse wants to find \_\_\_\_\_ girlfriend. She believes in \_\_\_\_\_ love.
- \_\_\_\_\_ Irishwomen are not always red-headed.
- Rory is \_\_\_\_\_ drummer.
- I want to buy \_\_\_\_\_ Irish Bouzouki.
- I don't like this pub. \_\_\_\_\_ draft beer here is disgusting.
- Do you prefer \_\_\_\_\_ wine or \_\_\_\_\_ spirits?
- Listen! \_\_\_\_\_ band is playing!
- Are you thirsty? There are \_\_\_\_\_ mocktails if you want.
- Have you followed \_\_\_\_\_ debates about \_\_\_\_\_ Northern Irish border?
- Anyway, I believe in \_\_\_\_\_ united Ireland!
- I love \_\_\_\_\_ Irish setters even if I usually don't like \_\_\_\_\_ dogs.
- I'm getting \_\_\_\_\_ yellow harp as \_\_\_\_\_ souvenir!

N'oubliez pas d'approfondir et réviser en ligne sur:  
(faites les exercices de A1/N1 à B1/N3 par ordre de difficulté)



→ <https://cours.univ-paris1.fr/course/view.php?id=32992&section=2>



## HOW TO ORGANISE YOUR THOUGHTS: LINK WORDS AND PHRASES

### INTRODUIRE UNE IDÉE



#### Idée générale

- It is often said that (On dit souvent que)
- It is generally agreed that (Il y a consensus...)
- There is no denying that (On ne saurait nier que)

#### Opinion personnelle

- In my opinion / TO my mind (selon moi)
- Personally, I think / I believe...
- I strongly believe that (je suis persuadé·e que)
- I am convinced that (je suis convaincu·e que)
- It seems to me that (il me semble que)
- I agree with (this argument) (je suis d'accord)
- I don't agree with / I disagree with (je ne suis pas d'accord avec)

### ORDONNER SES IDÉES

- First, / Firstly, / First of all, (tout d'abord)
- To begin WITH (pour commencer)
- First and foremost, (en premier lieu)

Secondly, thirdly,  
etc.



### AJOUTER UN ARGUMENT / UN EXEMPLE



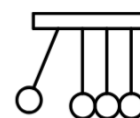
- Besides, (par ailleurs,)
- Additionally, /Moreover, /What is more, (de plus)
- Furthermore, (en outre)
- Similarly, (de même)

For exAmple / For instance  
(par exemple)  
..., such as (tel·le que, comme)

### EXPRIMER LA CAUSE / LA CONSÉQUENCE

- Because of (en raison de)
- Thanks to (grâce à)
- Given that (étant donné que)
- Since (puisque)
- THAT is why (c'est pourquoi)

As a consequence,  
/Consequently,  
/Therefore,  
(par conséquent)



### NUANCER

- At first sight (à première vue)
- To a certain extent (dans une certaine mesure)
- As far as X is concerned (en ce qui concerne X)



### CONCÉDER

- Actually, /In fact, /As a matter of fact, (en fait)
- Yet, /Still, /However, (cependant)
- Nevertheless, (néanmoins)



### INTRODUIRE UNE OPPOSITION

- Instead of +N/Vb-ing (au lieu de)
- Whereas (tandis, alors que)
- Contrary to /Unlike +N/Vb-ing (contrairement à)
- On the contrary, (au contraire,)
- ON the one hand, (d'un côté ...)
- On the other hand, (d'un autre côté)



### CONCLURE

To conclude, /In conclusion, (en conclusion)



# HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 1/2

A

## WHAT A PROPER ESSAY LOOKS LIKE

INTRO

*It is often said that / There is no denying that* lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Catchphrase 1.1.**), which is why I wonder: lorem ipsum lorem ipsum lorem ipsum (**Key question 1.2.**)? First, I will deal with lorem ipsum lorem ipsum, then I will discuss the problem of lorem ipsum lorem ipsum (**Outline 1.3.**).

BODY

Part 1

On the one hand\*, // First and foremost,\*\* lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Idea 2.1.**). Indeed, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Argument 2.2.**). For example, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**precise EXAMPLE 2.3.**).


Part 2

Nevertheless\*, // Furthermore,\*\* lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Idea 2.1.**). In fact, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Argument 2.2.**). For instance, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**precise EXAMPLE 2.3.**).

CCL

To conclude, / In conclusion, lorem ipsum lorem ipsum lorem ipsum (**Summary of the body 3.1.**). Hence, to me, lorem ipsum lorem ipsum lorem ipsum (**Final answer to the key question 3.2.**). Ultimately, lorem ipsum lorem ipsum lorem ipsum (**Opening statement 3.3.**).

(180-200 words)

\* raisonnement traditionnel : *pros and cons* (  sans contradiction!)

\*\* raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question

## MARKING CRITERIA

B

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1 (bonus)
<b>Réalisation de la tâche</b>	Contenu très pauvre, hors sujet ou plagiat.	Quelques éléments.	Points principaux, des justifications.	Texte complet et argumenté.	Utilise l'humour et/ou l'implicite.
<b>Cohérence / Organisation</b>	Pas ou peu d'organisation du discours.	Des efforts d'articulation, quelques mots de liaison.	Discours assez articulé, utilisation de mots de liaison.	Discours structuré, hiérarchisation des idées.	
<b>Recevabilité linguistique</b>	Langue très simple, calques du français.	Phrases simples mais correctes. Des erreurs élémentaires.	Syntaxe et lexique corrects.	Peu d'erreurs.	Expressions idiomatiques et structures complexes.
<b>Contenus culturels</b>	Pas ou peu de contenu culturel.	Quelques références culturelles.	Exploitation cohérente des contenus culturels.	Des références personnelles.	



# HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 2/2

C

## WRITING CONVENTIONS



"WE" is AWKWARD

1. EACH paragraph must begin with:
  - o a blank space = an \_\_\_\_\_ (\_\_\_\_\_)
  - o a \_\_\_\_ word or phrase
2. ALWAYS write in the \_\_\_\_\_ person singular =\_, an essay is about giving YOUR argued opinion in a well-organised manner.

## DETAILS OF THE STRUCTURE OF AN ARGUMENTATIVE ESSAY

D

INTRO

1

- 1.1. **Catchphrase**=general statement/statistics/quote /explicit reference to the document.
- 1.2. *which is why I wonder:* + **Key question?**
- 1.3. **Outline** (*First, I will deal with ... then I will discuss the problem of ...*)

2

- 2.1. *On the one hand\**, / *First and foremost,\*\** + **Idea #1.**
- 2.2. *Indeed,* / *In fact* + **Argument #1.**
- 2.3. *For example,* /*For instance* + **precise EXAMPLE #1.**

BODY

Part 1

Part 2

- 2.1. *On the other hand\**, / *Furthermore,\*\** + **Idea #2.**
- 2.2. *Indeed,* / *In fact* + **Argument #2.**
- 2.3. *For example,* /*For instance* + **precise EXAMPLE #2.**

3

CCL

- 3.1. *To conclude,* / *In conclusion,* + **Summary of the body.**
- 3.2. *Hence, to me,* + **Final answer to the key question.**
- 3.3. *Ultimately,* + **Opening statement.**

\* raisonnement traditionnel : *pros and cons* ( sans contradiction!)

\*\* raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question