



Painting: "Thunderbird" by Jim Oskineegish

LEVEL 3 ENGLISH COURSE MATERIAL
FIRST TERM OF ACADEMIC YEAR 2025-2026

written by S. Salliot Michelin & G. Bekhtari
Special thanks to A. Ayala, L. Blamont and K. Thievin.

EPI: N3 English for all (S1 2025-2026) • Key: N3Eng4all

EPI de l'enseignant-e: _____

Contents

Organisation du semestre.....	2
Modalités d'évaluation.....	2
Calendrier des évaluations.....	2
Absences et retards.....	2
Ressources.....	2
GETTING READY.....	3
Icebreaker: What kind of Canadian are you?.....	4
3. Intermediate task-Step 1: Choose a province/territory and report to the class.....	8
Document 1: A Super Quick History of Canada.....	10
C. GRAMMAIRE/PRONONCIATION : Le prétérit simple.....	15
Intermediate task-Step 2: Research work about your province/territory.....	17
CANADA WHO?.....	18
Warm up.....	19
Document 2-a: Canada 150: Canadian Stereotypes.....	21
Intermediate task-Step 3: Debunk or confirm stereotypes about your province/territory.....	23
Document 2-b: Q&A - Reflecting on what it means to be Canadian.....	24
B. GRAMMAIRE : présent simple v. présent progressif.....	28
Intermediate task-Final step: Debunk or confirm stereotypes about your province/territory.....	32
“HOME TO PEOPLE FROM AROUND THE WORLD”.....	33
Document 3: I swapped a life of comfort in Bangladesh for an empty fridge and blizzards in Canada.....	34
B. GRAMMAIRE/PRONONCIATION : exprimer la “possession”.....	38
Final Task-Step 1: Imagine yourselves going away to study in **.....	42
WHOSE CANADA? INDIGENOUS PEOPLE.....	43
Warm up.....	44
Document 4: I’m a proud Anishinaabe who asserts my Indigenous sovereignty. That’s why I won’t vote.....	47
B. GRAMMAIRE/PRONONCIATION : les articles.....	51
Final Task-Step 2: Going away to study in ** - Starter Pack.....	55
APPENDIXES.....	57
IRREGULAR VERBS YOU MUST KNOW.....	58
Linking words and phrases / How to write an essay: DOs & DON’Ts.....	60
How to write an (argumentative) essay.....	61
How to speak to the class.....	62

Organisation du semestre

Adresse mail de l'enseignant-e : _____

Durée du semestre : 13 semaines (du 15 septembre au 20 décembre 2025)	
DEVOIR FINAL :	Semaine du 15 décembre au 20 décembre 2025

Modalités d'évaluation*

Contrôle Continu :	50%	Composé des différents devoirs du semestre
DEVOIR FINAL :	50%	Épreuve écrite - durée : 1h20*

* Aménagements sur attestation du Relai Handicap : handi@univ-paris1.fr

Calendrier des évaluations

Contrôle Continu (50%) :			
	coef.	Date :	Durée :
Devoir Final (50%) : <i>À partir d'un texte en anglais en rapport avec la thématique (450 à 550 mots).</i>			
1. Compréhension écrite 2. Grammaire/Vocabulaire 3. Expression écrite	50%		1h20*

L'USAGE DU TÉLÉPHONE EST INTERDIT PENDANT LES ÉPREUVES.

Toute fraude fera l'objet d'un rapport à la Direction des Affaires Juridiques et Institutionnelles (DAJI) qui pourra entraîner des sanctions disciplinaires (annulation de la note et donc passage au rattrapage, interdiction d'examen pour une durée plus ou moins longue, etc.)

Absences et retards

ASSIDUITÉ :	L'assiduité est obligatoire. Au-delà de 3 absences (même justifiées), l'étudiant-e est noté-e ABI (= défaillant-e) et ne peut valider son semestre.
ABSENCE(S) UN JOUR DE DEVOIR :	Toute absence un jour de DS doit être signalée dans un délai de 48h afin de permettre l'organisation d'un rattrapage . Celui-ci est obligatoire . Une absence lors du devoir final n'est pas rattrapable.
PONCTUALITÉ :	Il est impératif d'arriver à l'heure afin de ne pas perturber le déroulement du cours. Si vous avez trop de retard, votre enseignant-e est autorisé-e à ne pas vous accepter en cours.

Ressources

EPI N3 English for all	Wordreference	Howjsay	epigram anglais 
-------------------------------	-------------------------------	-------------------------	---



Icebreaker: What kind of Canadian are you?

Take this quiz in pairs, helping each other out with unknown vocabulary, to discover which Canadian provinces and/or territories best match your personality!

1. What do you want to see the most in Canada?



2. How do you feel about winter?

- a. It's okay, but I prefer summer adventures.
- b. I like some winter fun, but I need warm places too.
- c. I love it! The colder, the better!
- d. I prefer milder winters with some snow.

3. What kind of food do you love the most?



Berries, freshwater fish and wild game.

Poutine, maple syrup, and international cuisine.

Arctic char, bannock, and warm stews.

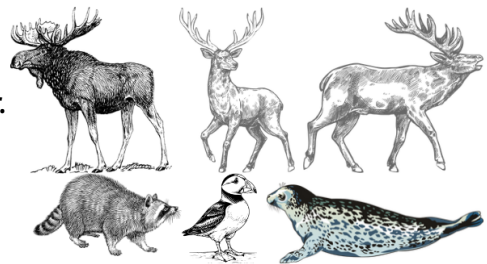
Lobster, mussels, and homemade chowder.

4. How do you feel about big cities?

- a. I prefer nature and small communities.
- b. I love big cities – the bigger, the better!
- c. I don't mind visiting, but I wouldn't want to live there.
- d. I like medium-sized cities with friendly people.

5. What kind of wildlife do you want to see?

- a. Bears, moose, and eagles.
- b. Squirrels, raccoons, and maybe some deer.
- c. Polar bears, whales, and caribou.
- d. Seals, puffins, and seabirds.



6. What's your idea of a fun local event?

- a. A rodeo or an outdoor festival.
- b. A film festival, sports event, or concert.
- c. A winter carnival with ice sculptures and sled dog races.
- d. A seafood festival or a traditional music event.

7. What corresponds best to your dream career path?

- a. Adventure tourism or conservation.
- b. Business, arts, or technology.
- c. Indigenous studies or sustainable development.
- d. Education or community development.

Results

Mostly As – You're an *Adventurer*

Best Matches: Alberta, British Columbia (the Canadian Rockies)

You are active, independent, and love a challenge. You prefer the great outdoors over city life, seeking excitement in hiking, kayaking, and wildlife spotting. These provinces and territories offer stunning landscapes, national parks, and endless opportunities for adventure. You belong there!

Mostly Bs – You're a *City Explorer*

Best Matches: Alberta, British Columbia, Ontario, New Brunswick

You are social, curious, and always looking for something new to experience. You love the energy of a big city, whether it's through dining, culture, or entertainment. Vibrant urban centers like Toronto, Ottawa (Ontario) Vancouver (British Columbia) or Edmonton (Alberta) are perfect for someone who enjoys a fast-paced lifestyle with plenty of opportunities.

Mostly Cs – You're a *True Northerner*

Best Matches: Northwest Territories, Nunavut (the Canadian Arctic), Newfoundland & Labrador, Yukon

You are resilient, adventurous, and appreciate the beauty of remote landscapes. You embrace winter, enjoy unique traditions, and are fascinated by Indigenous cultures and Arctic wonders. Whether it's seeing the Northern Lights or exploring vast tundras, you're drawn to places with strong community ties and breathtaking scenery.

Mostly Ds – You're a *Coastal Dreamer*

Best Matches: Nova Scotia, Prince Edward Island, New Brunswick (the "Maritimes")

You are easygoing, friendly, and love the ocean. The sound of waves, fresh seafood, and historic coastal towns make you feel at home. These provinces offer breathtaking ocean views, charming harbors, and a relaxed lifestyle. If you dream of lighthouses, beaches, and maritime traditions, this is your perfect match!



A. PRONONCIATION

1. Mots-clés pour le semestre

Exercice : Lisez les mots du tableau à votre partenaire de quiz et corrigez votre prononciation respective. Si vous avez des doutes, vérifiez sur www.howjsay.com.

VOYELLES COURTES	VOYELLES LONGUES	DIPHTONGUES
æ flAg, CANada, Advocate e the bEst, stEREotypes ɪ sYrup, studY, territorY, Immlgration, Immlgrant ɒ tOp, IOT, prOVince ʊ bOOk, IOOk ʌ cUlture, sOUthern	ɑː cAR, pARtner, fARther ɔː outdOORs, AUthentic iː pEOple, IEAf, trEE ɜː flRst, wORld, wORk uː fOOd, mOOse, caribOU	eɪ dAY, CanAdian, mAple aɪ stereotYpe, mlgrant, mlgrate ɔɪ jOY, vOIce ʊə pOOR, tOUR(ism/ist/ing) ɪə sterEOtype, bEER, fEAR eə pAIRs, unfAIR, bEAR əʊ hOme, Ocean, mOst aʊ hOUse, SOUth
VOYELLE RÉDUITE		
ə beavER, CanAda, CANadiAn, locAL, naturAL, travEL, focUS, cultUre, famOUS, IndigenOUS, pOLite, NorthERN, SouthERN, trAditIOn, the ...-Est		
CONSONNES		
ʃ oCean, tradiTion tʃ CHeck, riCH θ NorTH, SouTH, breaTHtaking	ð NorTHern, SouTHern h High, History, alcoHol ŋ breathtakING	ʒ televiSIon dʒ Journey, Geography j Yes, Union

2. Les noms des provinces et territoires

Exercice : Écoutez les prononciations des noms de provinces/territoires et retrouvez leur transcription phonétique.

- | | | |
|--|-----|---------------------------------|
| 1. Alberta | --- | a. 'prɪns 'edwəd ,aɪlənd |
| 2. British Columbia | --- | b. ,ɪnjuː 'brɪtɪʃ kə'lʌmbiə |
| 3. Manitoba | --- | c. æl'bɜːtə |
| 4. New Brunswick | --- | d. 'juːkən |
| 5. Newfoundland and Labrador | --- | e. ɒn'teəriəʊ |
| 6. Northwest territories | --- | f. ,brɪtɪʃ kə'lʌmbiə |
| 7. Nova Scotia | --- | g. ,nəʊvə 'skəʊʃə |
| 8. Nunavut | --- | h. ,nɔːθwest 'terɪtərɪz |
| 9. Ontario | --- | i. 'nʊnəvʊːt |
| 10. Prince Edward Island | --- | j. sə'skætfiʊən |
| 11. Quebec | --- | k. məni'təʊbə |
| 12. Saskatchewan | --- | l. ,ɪnjuːfəndlənd ən 'læbrədɔːr |
| 13. Yukon | --- | m. kwə'bək or kə'bək |

3. Prononcer la lettre <a>

Classez les mots suivants dans le tableau ci-dessous en fonction de la prononciation de la lettre <a>. Lisez-les à voix haute pour ne pas faire d'erreur.

Canada - Canadian - famous - landscape - maple - migrate - natural - nature

/æ/	/eɪ/

4. /ə/ : le “schwa” ou voyelle réduite

💡 **C'est le son le plus répandu de la langue anglaise car c'est le son auquel se réduisent la plupart des voyelles des syllabes inaccentuées.**

Ce son est proche de /ɜ:/ dont il se distingue surtout par sa **brèveté**.

a. Classez les mots suivants dans le tableau ci-dessous en fonction de la position du schwa.

Attention: certains mots en contiennent plusieurs, et doivent donc apparaître dans plusieurs colonnes. Lisez-les à voix haute pour ne pas faire d'erreur.

about - active - America - around - author - British Columbia - Canada - culture - Dollar - Europe - focus - famous - Labrador - national - natural - opinion - particularly - settlers

1ère syllabe	2ème syllabe	3ème syllabe	4ème syllabe

Déduisez-en la **règle** de phonologie concernant les **suffixes -ar, -er, et -or**.

Les voyelles “a”/ “e” et “o” se prononcent **TOUJOURS** ___ car ces suffixes **apparaissent dans des syllabes** _____.

b. Entourez les “schwas” dans les phrases ci-dessous. Lisez-les à voix haute pour ne pas faire d'erreur.

Therèse Casgrain was a French-Canadian feminist, reformer, politician and senator. She was a leader in the fight for women's right to vote in Quebec, as well as the first woman to lead a political party in Canada. In her later life she opposed nuclear weapons and was a consumer activist.

B. SPEAKING

1. Meeting time

- Walk/look around the classroom to find two/three classmates (or *soulmates*?) who got the same results as you did.
- Introduce yourselves to one another and take notes in the table below.

You will be working together this term so make sure you write each other's contact details!!

Names	You			
Quiz profile				
Academic portrait: Year, subject(s), etc.				
Personal portrait: City, job, hobbies, etc.				
Opinion on test results: (Dis)agree? Why?				
Province(s)/ Territory(ies) you would like to learn more about				
Contact details				

1. Intermediate task–Step 1: Choose a province/territory and report to the class.

Without notes, introduce your team in 3 to 5 minutes. *Pay attention to the pronunciation of your key words and make sure you mention:*

- your quiz profile,
- your names,
- two pieces of information that struck you about each of your classmates,
- the province or territory you will choose for your project, and **why**.

(Ask your teacher for the details of their marking criteria (accuracy, grammar, pronunciation, etc.))

FIRST CANADIAN STEPS



Document 1: A Super Quick History of Canada

Mr History, 13 October 2019 [https://www.youtube.com/watch?v=e_okM7Mig6s]

A. BRAINSTORMING



1. Fill in the table below using the *word cloud* above. *Some words may fit into several categories. Get ready to justify your choices!*

	Geography	History	Identity & Culture	First Nations
Nouns & phrases				
Adjectives				

2. Listen to the pronunciation of each word from the *word cloud* on www.howjsay.com to get ready to watch the video.

B. COMPRÉHENSION

Part 1 (0:00-0:33): Physical geography

1. Where is Canada geographically located? (Be as specific as possible.)

2. How big is Canada?

3. Fill in the table below.

Types of landscape (5 types)	
Number of oceans	
Number of islands	
Number of lakes	

Part 2 (0:35-1:04): The originals

4. Who were the first inhabitants of Canada and where did they come from?

5. Fill in the gaps.

These (1)_____ peoples, for (2)_____, survived as (3)_____ - _____ in places like this, killing their (4)_____ with stone tools in the bitter cold.

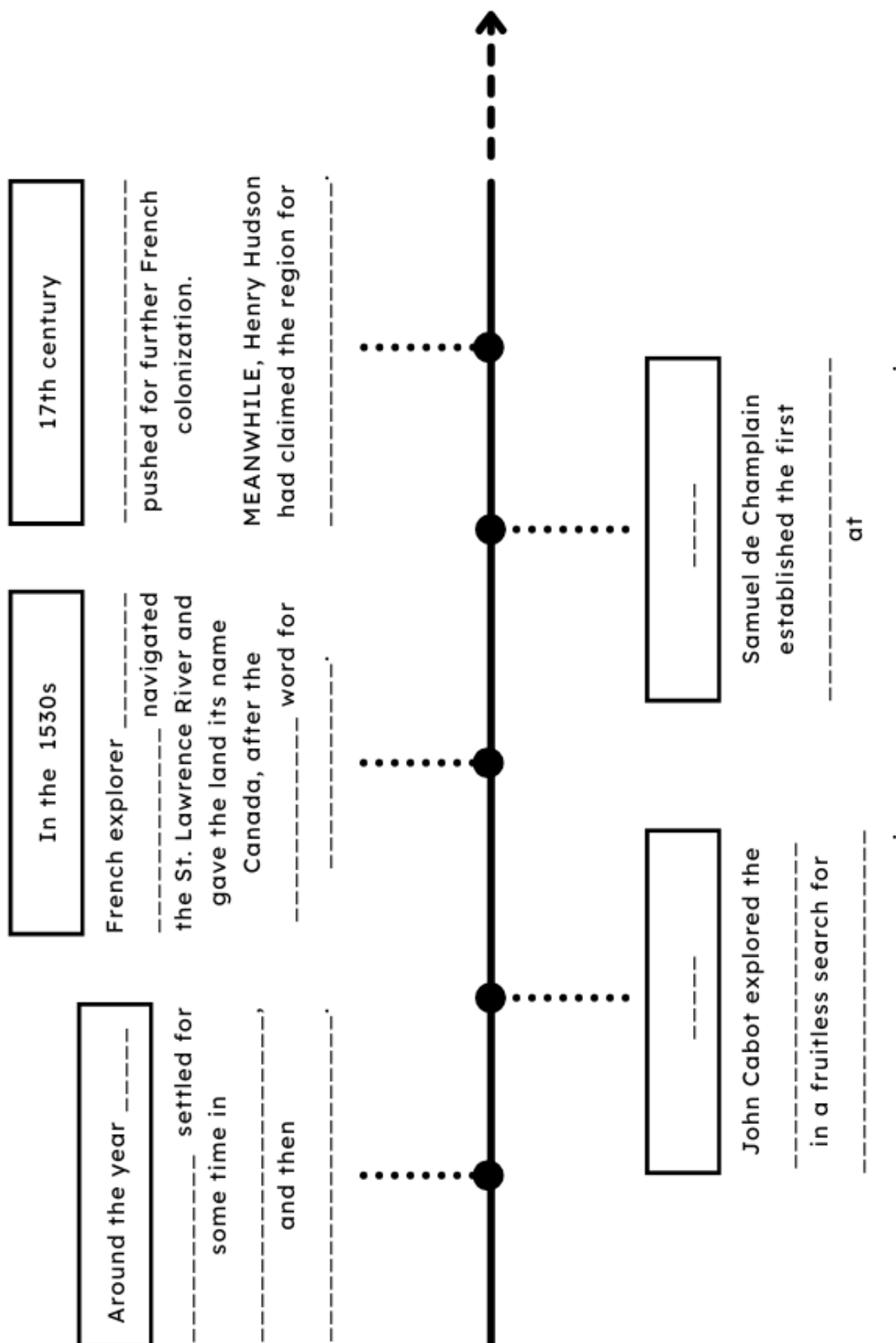
6. Write down everything you can about the first settlers' religious practices.

7. True or false?

- a. Clans always had peaceful relationships with one another. T / F
- b. Slavery was practiced, most commonly in the Pacific West. T / F

Part 3 (1:05-2:08): The Europeans get involved

8. Complete the timeline below.



9. **True or false?** For some time, Europeans came and went, but were not particularly interested in settling.

T / F

Part 4 (2:09-2:24): The 17th-19th century Wars

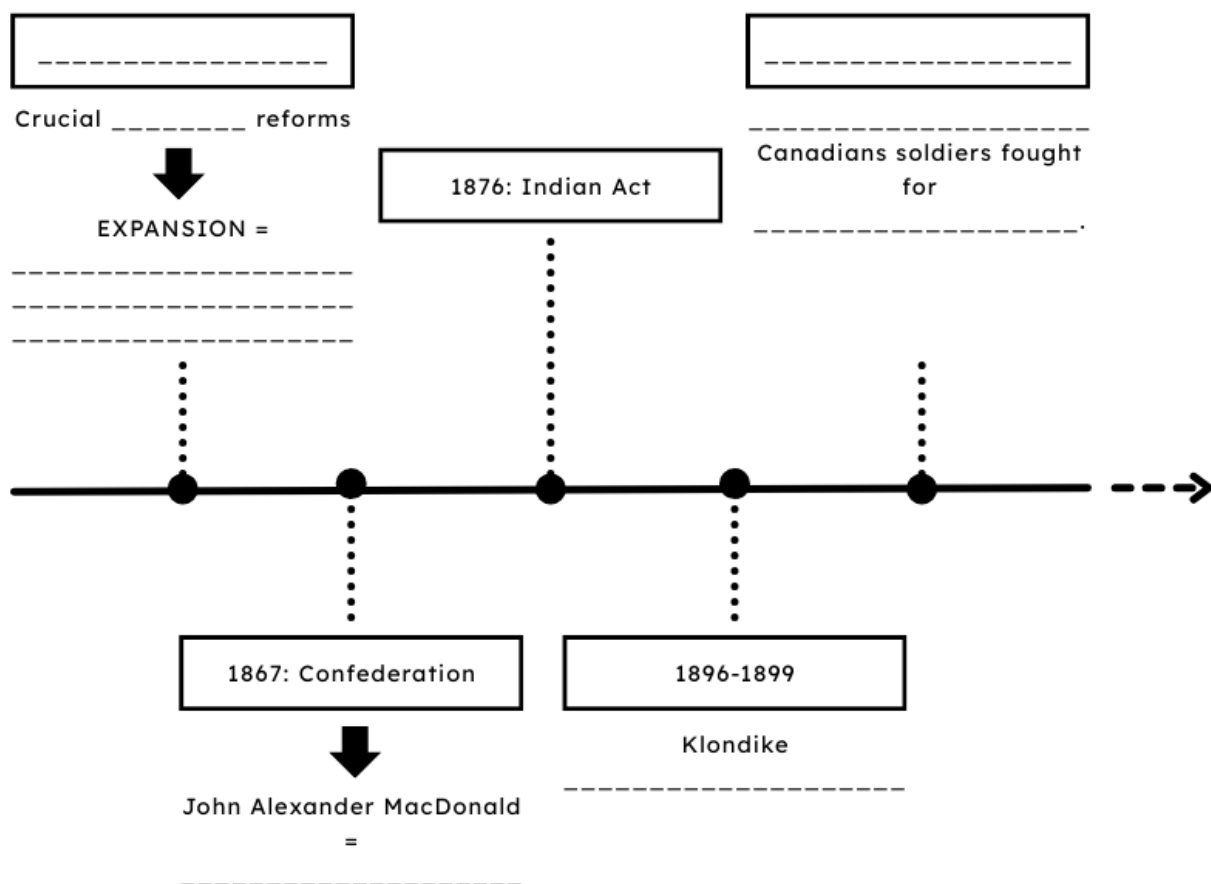
10. How and when did Britain gain its Canadian colonies?

11. What key historical events happened in the meantime?

12. What happened in 1812? How did it end?

Part 5 (2:25-2:54): Second half of the 19th century and First World War

13. Complete the timeline below.



Part 6 (2:55-3:40): The 20th century

14. Take as many notes as you can about Canada's role in the Second World War.

15. Fill in the gaps.

Canada's (1) _____ grew further in the following decades. (2) _____ was encouraged, with many arrivals from southern Europe altering the traditional (3) _____ - _____ norm of

the nation. The popular Pierre Trudeau introduced a policy of official (4) _____ in 1971, opening Canada up to millions of (5) _____ from all over the world.

16. What year did Canada become a sovereign country?

17. What happened in Quebec in the meantime? How did it end?

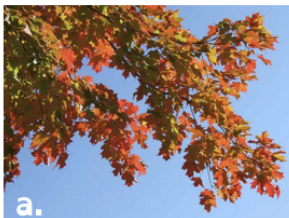
Part 7 (3:41-the end): Canada today

18. Fill in the gaps.

Canada has been an active participant in many UN (1) _____ missions, and refused to join the US invasion of (2) _____. Canada today is among the (3) _____ countries in the world, and ranks among the highest in (4) _____, and (5) _____ of tourists travel to it every year, visiting cities like (6) _____, (7) _____, (8) _____, and (9) _____, and visually supping on the impossibly attractive natural (10) _____ found all over the country. I personally wouldn't mind stopping by that serene slice of heaven, (10) _____, immortalized by Lucy Maud Montgomery in her stories of *Anne of Green Gables*.

19. Name six areas in which Canada has made great contributions to the world.

20. Which of the following is/are not official Canadian symbol(s)?



C. GRAMMAIRE/PRONONCIATION : Le prétérit simple

In the 17th century, Cardinal de Richelieu pushed for further French colonization and settlers poured in along with Jesuit missionaries. Meanwhile, Mr. Henry Hudson had claimed this region for England, and no, Britain was not content with just that, and got a whole lot more after beating the French in the Seven Years' War (1756-1763). While Britain attained mastery over Canada, its American colonies revolted and gained independence.

1. Soulignez les verbes conjugués et entourez les marqueurs de temps dans les phrases ci-dessus.
2. Quel temps a été employé dans cette partie de la vidéo ? Pourquoi ?

-
3. Comment se forme-t-il ? Soulignez les verbes au prétérit dans les phrases ci-dessous et complétez le tableau.

When did Canada gain full sovereignty from the UK? In 1982. Meanwhile, separatists in Quebec called for independence. Their referendum didn't succeed by a narrow margin.

a. Les fondamentaux

Forme	Exemple tiré du texte	Structure
affirmative (régulière)		
négative		
interrogative		

b. Cas particuliers

Verbes BE et HAVE		
	BE	HAVE
affirmative		
négative		
interrogative		

c. Les 3 prononciations de la terminaison -ED

Complétez le tableau ci-dessous avec les verbes soulignés précédemment.

	/ɪd/	/t/	/d/
SON AVANT -ED	/t/ ou /d/	/k/, /p/, /f/, /θ/, /tʃ/, /tʃ/ ou /s/	TOUS LES AUTRES SONS
Exemples			

La prononciation de la terminaison -ED dépend du son qui la précède, autrement dit du dernier son du verbe lorsqu'il est à l'infinitif.

Exemple : "decide" se termine par le son /d/, donc la marque -ED dans "decided" se prononce /ɪd/.

4. Exercice : Complétez ces questions et réponses en conjuguant les verbes au prétérit simple.

Faites attention aux verbes irréguliers (pp. 58-59) et à la prononciation de -ED !

1. When _____ (John Cabot/explore) the Labrador coast?

- In 1497, he _____ (want) to find the northwest passage to Asia.

2. Since the waters _____ (be) so abundant with fish, Europeans _____ (begin) angling en masse, but for decades, they _____ (not/settle).

3. Who _____ (give) Canada its name? (*Attention: "who" fait l'action!*)

- Jacques Cartier _____ (*réponse courte*), after the Iroquois word for "village."

4. Why _____ (the French/colonise) back then?

- Because of domestic trouble. It _____ (not/be) until 1605 that Samuel de Champlain _____ (establish) the first settlement at Port Royal, Nova Scotia. He later _____ (found) Quebec.

5. Soon, a lucrative trade in pelts, animal furs, _____ (take off) with native tribes siding with rival European states for land, money, power.

6. Cardinal de Richelieu _____ (push) for further French colonization and settlers _____ (pour) in along with Jesuit missionaries.

7. Britain _____ (extend) its Canadian possessions when they _____ (beat) the French in the Seven Years' War.

8. While Britain _____ (attain) mastery over Canada, its American colonies _____ (revolt) and _____ (gain) independence—they _____ (not/own) a whole continent anymore.

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

epiGRAM
anglais 

→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=20>

Intermediate task–Step 2: Research work about your province/territory

Get back together with your group.

Discover key facts—including some history—about your Canadian province or territory.

1. Find out about the key points (10 minutes)

Do some research and write down short answers to the questions below. ***Do not copy long sentences and complex words, reformulate!***

a. Where is your province/territory located in Canada? (see map p. 5)

b. What is the capital city? (see map p. 5)

c. What other city or cities is/are important? Why?

d. What kind of weather or climate is common there?

e. What industries or jobs are important?

f. Are there any big universities? What are they famous for?

g. What is one key historical event or moment from this place's past?

*Remember to use the **preterit** (see pp. 15-16 and pp. 58-59) to tell the story!*

h. What are the key traditions, cultural events, and typical activities?

i. What's one surprising or little-known fact about this place?

2. Get in pairs and speak without notes (3 to 5 minutes, see p. 62).

OR Write a well-organized essay to introduce your territory/province (see pp. 60-61).

CANADA WHO?



Warm up



1. Fill in the table below using the *word cloud* above.

	Nom pluriel	Adjectif correspondant
des stéréotypes		
des préjugés		
des idées reçues		
des croyances		

2. Fill in the table below using the *word cloud* above. *Some words may fit into several categories. Get ready to justify your choices!*

Multiculturalism	Core values	Differences with the US

3. Classez les mots et expressions du *word cloud* dans le tableau ci-dessous en fonction de la prononciation de la lettre <i> qu'ils contiennent.

Attention: certains mots en contiennent plusieurs, et doivent donc apparaître dans plusieurs colonnes. Lisez-les à voix haute pour ne pas faire d'erreur.

Si vous avez des doutes, vérifiez sur www.howjsay.com.

/ɪ/	/i:/	/aɪ/

4. Exercice : Fill in the gaps using the words from the list below. *Each word is used only once.*

multicultural - liberal society - freedom - stereotypes - immigrants - healthcare - prejudices - welcoming - settlers - beliefs

1. Canada is known as a _____ country where many different cultures live together peacefully.
2. Many people move to Canada because they want more _____ in their lives.
3. A _____ often has laws that support equality and human rights.
4. People who move to Canada from other countries are called _____.
5. The first Europeans who came to live in Canada were called _____.
6. Canada is known for having good public _____ for all its citizens.
7. Sometimes people have unfair opinions about others. These are called _____.
8. It is important not to believe in _____ because they are often not true.
9. Canada tries to be a _____ country to newcomers.
10. Everyone has different _____, and everyone should be respectful of that.

Document 2-a: Canada 150: Canadian Stereotypes

Dani-Elle Dublé, www.globalnews.ca, June 28, 2017

A. COMPRÉHENSION



Eat all the maple syrup

Did you know that Canada produces **80%** of the world's pure maple syrup? In 2015 alone, the **10,847** maple farms found in Canada produced **8,908** gallons of maple syrup.



For the love of hockey

Did you know that nearly three-quarters of Canadians watched at least part of the Stanley Cup playoffs this year? That's not all; the team with the second-highest fan attendance at games was the Montreal Canadiens with **872,808** people total throughout the seasons (that's an average of **21,808** people per game).



Brutal winters

Winnipeg and Yellowknife were named as two of the Top 5 coldest cities in the world according to AccuWeather in 2016. The title of snowiest cities, however, went to Saguenay, Quebec City and St. John's.



Sorry, but we're polite

Canada was named the number one country with the best reputation in 2015 by the Reputation Institute.



We love Tim Hortons

Nearly **8 out of every 10** cups of coffee sold in Canada are poured at Tim Hortons. Every year more than **2 billion** cups of coffee are sold through the franchise.



How many bottles of beer on the wall?

Canadians consumed over **22 million** hectoliters of beer in 2015 (1 hectolitre equals 100 litres). Newfoundland is the province with the highest per capita consumption at **77.32** litres per person.

Sources: Agriculture and Agri-Food Canada, Sportsnet, ESPN, AccuWeather, Reputation Institute, Tim Hortons, Beer Canada

1. Present the document briefly (type, source(s)/author, date and context, topic).

2. Vocabulary: find the English equivalents (order of the document).

- a. en fait, en réalité : -----
- b. 3,79 litres : -----
- c. les séries éliminatoires : -----
- d. la présence des fans : -----
- e. tout au long de : -----
- f. une moyenne : -----
- g. versées : -----
- h. la consommation : -----

3. True or False?

Justify with a quote from the text.

Almost 80% of coffee cups in Canada are bought from the Tim Hortons coffee chain.

T / F : -----

B. LANGUE: les nombres

1. Les fondamentaux

0: _____ 117: _____
100: _____ 170: _____
1,000: _____ 2,025: _____

2. Les grands nombres

10,000: _____ 1,000,000,000: _____
100,000: _____ 1,000,000,000,000: _____

3. Les nombres décimaux

77.32: _____
0.5: _____
0.05: _____
0.005: _____

4. Les dates

a. Les années

2002: _____
2015: _____ 2050: _____

b. Les dates précises

12/10/2025: UK: _____
US: _____

5. Exercice: Écrivez ces nombres tirés du Document 2-a en toutes lettres.

a. **10,847:** _____
b. **8,908:** _____ gallons.
1 gallon = **3.78541:** _____ liters.
→ 33,720.45: _____ liters.
c. **872,808:** _____
d. **21,808:** _____
e. **2016:** _____
or _____
(2,016: _____)
f. **06/28/2017:** _____
British version: _____

C. SPEAKING/WRITING

Intermediate task–Step 3: Debunk or confirm stereotypes about your province/territory

Get back together with your group.

Research & contents

1. Agree collectively on **1 stereotype from Document 2-a** you want to explore as far as your province/territory is concerned.
2. Find **2 or 3 other stereotypes about your territory/province and its people**. One **MUST** be about **culture** and the other(s) could be about topics such as:
 - weather,
 - nature,
 - food & drinks,
 - sports.
3. For each stereotype, **explain**:
 - what the stereotype is,
 - where it comes from (history, media, common beliefs, etc.),
 - whether it is true, false, or partly true: **give real facts, figures** (go back to p.17) **and examples!**
4. **Get in pairs and speak without notes (3–5 minutes, see p. 62).**

OR Write a well-organized essay to discuss the stereotypes you have selected (see pp. 60-61).

[illegible]

Document 2-b: Q&A - Reflecting on what it means to be Canadian

CBC News, Feb 04, 2025

1 Canada **remains** under threat by U.S. President Donald Trump with the threat of **stiff tariffs** on Canadian goods and continued comments about the country becoming the 51st state. So, what is it that **sets us apart** from our neighbour to the south and makes us uniquely Canadian?

5 *London Morning* host Andrew Brown spoke with Howard Ramos, a professor of sociology at Western University¹, about Canadian identity.

Andrew Brown: Have you been thinking about what it means to be Canadian lately?

10 Howard Ramos: It's hard not to think about what it means to be Canadian lately. I've been reflecting on where the conversation has been and **whether** we are truly **addressing** the consequences of the last 10 years of being in a **so-called** post-national society. In English Canada, what is our identity and how do we express it?

15 *AB: When you say "post-national society," what do you mean?*

HR: I'm paraphrasing Justin Trudeau, who, in 2015, suggested that Canada could be one of the first, if not the first, post-national societies. He **was emphasizing** that Canada is not just multicultural but also bilingual. We have Quebec and English Canada, and we are home to people from all over the world. He was
20 distinguishing Canada from other places—particularly the U.S., which, at the time, was experiencing **heightened** rhetoric against refugees and immigration—by suggesting that Canada was different.

AB: Now, as the U.S. president talks about turning Canada into the 51st state, he seems to be thinking of conquering our country.

25 HR: He certainly is. It's hard not to see it that way, given that he **repeatedly** posts on social media about Canada becoming the 51st state.

AB: What makes us different from Americans?

HR: There are many differences. Some of the things I just mentioned — being a bilingual and multicultural country, our history of **relying on** immigration — set us
30 apart. We're a **settler country** with many **newcomers**. But when you ask Canadians, particularly English Canadians, how they identify, they often point to institutions like health care and values that tend to be more liberal or socially progressive.

*AB: It's been a while since we've had to **wrestle** with these ideas. What happens*
35 *when we stop thinking about them?*

HR: I think Canada hasn't had a broad national conversation about identity since 1995. However, Donald Trump's rhetoric since December and January has forced Canadians, particularly English Canadians, to reconsider what it means to be Canadian. In Quebec, there's a stronger sense of identity, supported by a healthier
40 media ecosystem and a more unified cultural conversation. In English Canada, our identity is more fragmented.

¹ The University of Western Ontario is a public research university in London, Ontario, Canada.

AB: Why is the identity conversation different for French-speaking Canadians?

HR: Language is a key factor. Radio-Canada plays a central role in promoting the French language and culture. In contrast, English Canada's media is heavily
45 influenced by American television, social media and news outlets, making it harder to maintain a distinct cultural identity.

AB: Is there still an English Canadian story that connects us and should be told?

HR: Absolutely, but I would argue there are multiple stories. Trudeau was
50 **somewhat** right in recognizing that Canada has "stories" rather than a **singular narrative**. In the 1970s and 1980s, we called that multiculturalism — the idea that we can be Canadian while maintaining our newcomer identities, different languages, and regional **distinctiveness**. Canada is a very regional country. The Prairies have a different sensibility than Ontario, the Pacific or Atlantic Canada. While we may have differing values, we share a commitment to institutions,
55 stability, internationalism, and openness to immigration. These **commonalities** define us as Canadians despite our regional differences.

*AB: In the long run, could the current tensions with the U.S. — the tariffs and threats — actually **strengthen** our identity?*

HR: **Hopefully**. If we can find an opportunity in the current challenges, it would be
60 to re-articulate what Canada is, what the Canadian identity is, and what our national vision should be. This would involve reinvesting in cultural institutions, supporting distinct social and traditional media, and ensuring that we produce our own television, literature, and plays rather than being **subsumed** into a broader American narrative.

65 *AB: Do you think we'll ever get there?*

HR: I think we will. Decades ago, the Massey Commission highlighted the importance of institutions like the CBC and Radio-Canada² in shaping Canadian culture. We will **likely** continue having these discussions, though the solutions may look different from those of the past. I'm **confident** that we will work toward a
70 more unified English Canadian identity while recognizing the distinctiveness of Quebec within Canada.

A. COMPREHENSION

1. Present the document briefly (type, source, author, date and context, topic).

² The Canadian Broadcasting Corporation (CBC)/Radio-Canada is one of the world's major publicly owned broadcasters. Founded in 1936, it operates national and regional radio and television networks in English (CBC) and French (Radio-Canada). It broadcasts locally produced programs in English and eight Indigenous languages for people in the far North. It is responsible to Parliament for its conduct, but the government has no control in the CBC's day-to-day operations.

Focus on II. 1-33:

- 2. Vocabulary**—match the French words with their English equivalents **bolded** in this part of the text.

a. de nouveaux arrivant·es	---	1. newcomers
b. des droits de douane élevés	---	2. remains
c. un pays d'immigration	---	3. whether
d. demeure, reste	---	4. so-called
e. nous distingue	---	5. repeatedly
f. évaluer (ici)	---	6. relying on
g. soulignait le fait que	---	7. heightened
h. soi-disant, prétendu	---	8. sets us apart
i. accrue, exacerbée (ici)	---	9. stiff tariffs
j. à plusieurs reprises	---	10. a settler country
k. s'appuyer sur, dépendre de (ici)	---	11. was emphasizing
l. si (oui ou non)	---	12. addressing

- 3. True or False? Justify with a quote from the text.**

- a. Current events have led Canadians to wonder about their national identity.**

T/F -----

- b. When Justin Trudeau referred to Canada as a “post-national society,” he meant to contrast it with the US.**

T/F -----

- c. US president Donald Trump once said he wanted to conquer Canada.**

- d. Canada has long been a land of immigration.**

Focus on II. 34-56:

- 4. Vocabulary**—match the French words with their English equivalents **bolded** in this part of the text.

a. (très) probablement	---	1. confident
b. les points communs	---	2. commonalities
c. quelque peu	---	3. distinctiveness
d. avec un peu de chance, je l'espère	---	4. hopefully
e. subsumés, absorbés	---	5. likely
f. confiant	---	6. a singular narrative
g. un récit unique	---	7. somewhat
h. la spécificité	---	8. strengthen
i. renforcer	---	9. subsumed

5. In your own words (do not quote), explain the following sentence: “In English Canada, our identity is more fragmented.” (ll. 40-41).

Focus on l.57-the end:

6. In your own words (do not quote), give three conditions for Canadian identity to become stronger in the face of current challenges.

Focus on the entire text:

7. In your own words (do not quote), highlight the key differences between Canadians and Americans.

Going further – use the knowledge you have acquired so far to answer the following questions:

1. Who is the current Canadian Prime Minister?
 - a. Justin Trudeau.
 - b. Pierre Trudeau.
 - c. Mark Carney.

2. Why hasn't Canada had “a broad national conversation about identity” since 1995?
 - a. It was the year when Canada gained full sovereignty.
 - b. It was the year of the Referendum on the independence of Quebec.
 - c. It was the 150th anniversary of Canada.

B. GRAMMAIRE : présent simple v. présent progressif

1. Servez-vous des exemples ci-dessous pour rappeler les emplois du présent simple et du présent be+ing.

- (1) *we are truly addressing the consequences* (5) *we are home to people*
 (2) *what is our identity?* (6) *Canadians often point to institutions*
 (3) *how do we express it?* (7) *The Prairies have a different sensibility*
 (4) *I'm paraphrasing Justin Trudeau*

	Pour parler...	Exemple(s)
Présent simple	d'une vérité générale	
	de faits "stables" (identité, goûts, aptitudes, etc.)	
	d'une action fréquente ou habituelle (often, usually, always, etc.)	
Présent be+ing	d'une action en cours, en train de se dérouler	
	d'une situation particulière (now, today)	

Le présent be+ing ne s'emploie généralement pas avec

- les verbes de **perception involontaire** (*see, hear*),
- de **croyance** (*think, believe, agree, mean*),
- d'**apparence** (*seem*),
- et de **goût** (*like, love, dislike, hate*),
- ainsi que *be* et *have*.

2. Rappelez les règles de construction du présent simple et du présent continu.

2.1. Formes affirmatives : complétez le tableau ci-dessous.

Présent simple			Présent continu			
Sujet	Base Verbale	Terminaison	Sujet	Auxiliaire	BV	Terminaison
I	make -		I	am	mak	-ing
You			You			
We			We			
They			They			
She	make -		She			
He			He			
It			It			

2.2. Formes négatives

a. Exercice: Mettez les verbes suivants à la forme négative.

- (1) *We are truly addressing* -----
 (2) *He seems* -----
 (3) *I'm paraphrasing* -----
 (4) *The Prairies have* -----

b. Servez-vous des exemples ci-dessus pour rappeler les constructions à la forme négative du présent simple et du présent continu.

Présent simple			
Sujet	Auxiliaire	Négation	Base Verbale
I/You/We/They		NOT (contraction : N'T)	
She/He/It			
Présent continu			
Sujet	Auxiliaire	Négation	BV+-ing
I		NOT (contraction : N'T)	
You/We/They			
She/He/It			paraphrasing

2.3. Formes interrogatives

a. Présent simple

Yes/No questions			
			Complément
Questions ouvertes			
			Complément

b. Présent continu

Yes/No questions			
			Complément
Questions ouvertes			
			Complément

3. Exercice : conjuguez les verbes entre parenthèses au présent simple ou au présent progressif.

Faites attention aux marqueurs de temps !

1. _____ (tensions/rise) between Canada and the US right now?
- It's because the US President _____ (threaten) Canada. As a result, more people _____ (start) to question what it truly _____ (mean) to be Canadian.
2. At the same time, the US _____ (experience) more political division. Canada _____ (not/follow) the same political direction.
3. Howard Ramos _____ (reflect) on what being Canadian _____ (be) about. He _____ (not/see) enough public discussion about this topic at the moment.
4. What values _____ (Canadians/associate) with their identity?
5. Canada _____ (stand out) as a bilingual and multicultural country.
6. English Canadians often _____ (describe) their identity by mentioning health care and progressive values.
7. In Quebec, people _____ (not/have) problems expressing a strong sense of cultural identity.
8. English Canadian media _____ (feature) a lot of American content nowadays.
9. It _____ (not/support) a unified national conversation.
10. Different parts of Canada _____ (not/share) exactly the same culture.
11. What values _____ (they/have) in common across the country?
12. (Canada/move) _____ towards a clearer, stronger identity today?
13. _____ (Ramos/propose) any solutions to strengthen identity in this interview?
- He _____ (suggest) investing in arts and media. He _____ (not/believe) the answers from the past will work now.
14. Canadians _____ (face) challenges but also new opportunities.
15. In the end, Ramos _____ (remain) optimistic about the future.

**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§ion=16>

C. SPEAKING/WRITING

Get back together with your group.

1. Getting started: choose **ONE** video each

- Video (Mar 2000): [I am Canadian](#)
- Video (Feb 2018) : [What is the Canadian identity?](#)
- Video (Mar 2025): [We are Canadian](#)
- Video (Apr 2024): [Cultivating Canadian National Identity to Reduce Trump's Influence on Social Norms](#)

2. Watch the video of your choice

- Take notes about how Canadian identity is defined.
- Identify the tone (formal/humorous/critical/passionate/ironic, etc.)

3. Take turns to report to one another and take notes about the others' videos

- When you are speaking:
 - Start by presenting your video: type, source/author, date/context.
 - Explain in your own words what the main ideas are.
- When you are listening:
 - Take notes and help with grammar and/or pronunciation mistakes.

4. Compare and contrast the videos:

- What are the main common points?
- What are the main differences?

5. Using what you have learnt pp. 23-26, write well-organized notes to answer the following key question:

Do you think Canadian identity is evolving in a positive way?

6. Use your notes to report to the class or write an essay.

MAKE SURE YOU QUOTE YOUR SOURCES (documents 2-a and 2-b, the videos)!

SPEAKING (see pp. 60 and 62)	WRITING (see pp. 60-61)
Report to the class in 3 to 5 minutes. Include: • a proper introduction ◦ catchphrase ◦ the key question • 2 or 3 well-organized parts ◦ idea ◦ argument ◦ PRECISE example (with source) • a proper conclusion ◦ To conclude + brief summary ◦ your final answer to the key question ◦ an opening statement	Write a 200-word essay. Include: • a proper introduction ◦ catchphrase ◦ the key question ◦ your outline • 2 or 3 well-organized parts ◦ idea ◦ argument ◦ PRECISE example (with source) • a proper conclusion ◦ To conclude + brief summary ◦ your final answer to the key question ◦ an opening statement

Intermediate task–Final step: Debunk or confirm stereotypes about your province/territory

Get back together with your group.

Design a flyer

NO AI: use Canva or paper

Debunk (or confirm) the 3 or 4 stereotypes you have selected about your Canadian province or territory.

→ Use **a single sheet of A5 paper (front and back if you wish)** and/or create a digital version (Canva, PowerPoint, Google Docs, etc.).

1. Include:

- a catchy title,
- images,
- and short explanations **for each stereotype**.

*Remember to use the **present simple** (go back to pp. 28-31)!*

2. Use clear sections and bullet points: NO LONG TEXTS.

3. Keep the design engaging and easy to read:

- colors, icons/symbols, maps, flags, etc.

4. Suggested Layout:

- title including your province/territory name,
- one section per stereotype (with an image and explanation),
- conclusion: fun fact or final thoughts.

5. Optional–10-minute class presentation:

7 to 8 minutes of presentation + 2 to 3 minutes of questions (see p. 62).

- **Explain** each stereotype and **provide real facts**.
- Use the flyer as a **visual aid (point to images and key words)**.

“HOME TO PEOPLE FROM AROUND THE WORLD”



Document 3: I swapped a life of comfort in Bangladesh for an empty fridge and blizzards in Canada

Mohammad Akib Hossain, *CBC First Person*³, March 16, 2025

- 1 The wind **howled** through the empty streets as I stood at the bus stop, my fingers **numb** despite being buried deep inside my jacket pockets. The sky was a **dull** shade of grey, mirroring the weight I carried within me. It was one of those mornings where I **questioned** everything — why I left Bangladesh, why I came to
5 Canada, and whether I even belonged here.

Then, just a few steps away, I saw a child playing in the snow, her laughter piercing through the silence of the frozen morning. She **twirled**, carefree, until her tiny boots slipped on the black ice. In an instant, she fell. Within seconds, her parents rushed from behind and picked her up.

- 10 I lifted my **gaze** to the vast Saskatchewan sky, and as a **gust** of cold wind hit my face, a realization **washed over me** — I was **on my own** now. No matter how hard I fell, there would be no one to pick me up and put me back on track.

- I was born into a privileged household in Bangladesh and always received more than I asked for. I used to wake up at 10 a.m. to a healthy breakfast served to me
15 on a silver platter, without having to worry about washing the dishes later. A nice seven-seater car waited at my doorstep to pick me up and drop me off at school. I was shielded from struggles, never having to leave my comfort zone as I lived under the protective shadow of my parents.

- Yet, something inside me **yearned** for more — not just a Canadian **degree** from a
20 foreign university, but the chance to do something on my own. I wanted to step beyond my privileges and grow as an individual, standing on my own two feet. I wanted to experience life in a developed country — one where everyday safety wasn't a concern and where I could raise my voice in support of social justice **issues** without censure.

- 25 In 2021, I looked at everything I owned and thought about how to pack 19 years of my life into two suitcases. I didn't know what to bring **besides** a few winter jackets and a heart full of hope that I would find a new home in Canada.

Instead, I found myself in a strange **in-between**.

- The same me who never had to worry about transportation now ran after buses
30 through blizzards to reach university on time. Instead of breakfast waiting on the kitchen counter, I now stood in the **aisles** of a **grocery store**, translating Canadian dollars into Bangladeshi taka to see if I could afford my **groceries** on a student budget.

- I took on a **minimum-wage job** with **the students' union**, working as a **student**
35 **advocate** for a few months in 2022. Between working 10 hours a week and school, I **barely** had enough time to cook for myself and study.

I didn't tell my parents because I didn't want them to worry — even though they probably could have helped financially. They had already done so much to support

³ First Person columns are personal stories and experiences of Canadians, in their own words. This is intended to showcase a more intimate storytelling perspective, and allow people from across the country to share what they have lived through.

me and pay my **tuition fees** at a university on the opposite side of the world, so I
40 never told them when I was struggling with my **time management** or paying for
groceries.

The uniform of discomfort was one I could never take off.

When I saw that child slip at the bus stop that one **frigid** morning, I had a sense of
realization that if no one was there to pick me up, I had to stand on my own. And
45 so, I did.

I started pushing myself out of my comfort zone, embracing the opportunities and
resources available around me. I began **volunteering** and by connecting with
people from different parts of the world, many of whom were in the same shoes as
me, I found **a sense of purpose**.

50 Last year, I helped the University of Regina host its **fall orientation** for over 1,000
international students from all across the world as an ambassador leader. Six
months later, a South Asian girl walked up to me at the university and said, "Thank
you so much for the work that you do."

She told me I'd made her feel at home on that orientation day and she'd hope to
55 do the same for other students someday.

I thanked her **from the bottom of my heart**. But on my way home that night, all I
could feel was my heart **swelling** with happiness as tears of joy rolled down my
cheeks.

My work felt like it had **paid off**. I was part of creating a world where newcomers
60 didn't have to wake up every morning worrying about "**fitting in**," but instead were
welcomed with open arms — **regardless of** their background.

The same person who arrived in Canada always being taken care of had now
become someone who takes care of others.

The feeling of living in the in-between still haunts me to this day, but I would go
65 through it all over again. Pushing myself out of my comfort zone **has shaped me**
into the person I am today - someone who's **figured out** how to **balance** studying,
volunteering and yes, even shopping to fill my fridge and cooking for myself!

I am proud to call Regina my home, because of the community I built around
myself. A community where people feel welcome, recognized, and at home.

70 In the end, I truly found a home 11,500 km away from home.

Mohammad Akib Hossain is a 23-year-old Muslim Bangladeshi who moved to Canada to
pursue **higher education** at the University of Regina. **Currently** in his fourth year of **a**
bachelor of computer science, Akib is an active volunteer and youth advocate dedicated
to giving back to the people and community in Saskatchewan.

A. COMPRÉHENSION

1. Present the document briefly (type, source, author, date, topic).

2. Vocabulary—match the French words with their English equivalents **bolded** in the text.

a. General vocabulary

- | | | |
|-----------------------|-----|------------------|
| a. actuellement | --- | 1. questioned |
| b. entre deux | --- | 2. twirled |
| c. à peine | --- | 3. a gaze |
| d. gonflant | --- | 4. issues |
| e. hormis (ici) | --- | 5. besides |
| f. quel-le que soit | --- | 6. in-between |
| g. un regard | --- | 7. barely |
| h. tournoyait | --- | 8. regardless of |
| i. des problèmes | --- | 9. swelling |
| j. remettais en cause | --- | 10. currently |

b. Canadian winters

- | | | |
|----------------|-----|-----------|
| a. engourdis: | --- | 1. howled |
| b. terne: | --- | 2. numb |
| c. une rafale: | --- | 3. dull |
| d. glacial: | --- | 4. a gust |
| e. hurlait: | --- | 5. frigid |

c. Daily life

- | | | |
|--------------------------|-----|--------------------|
| a. un supermarché : | --- | 1. aisles |
| b. des courses : | --- | 2. groceries |
| c. des allées : | --- | 3. a grocery store |
| d. la gestion du temps : | --- | 4. time management |

d. University life

- | | | |
|-------------------------------------|-----|---------------------------|
| a. les études supérieures | --- | 1. a degree |
| b. les frais d'inscription | --- | 2. minimum-wage |
| c. un diplôme | --- | 3. the students' union |
| d. une licence de | --- | 4. a student advocate |
| e. l'association des étudiant·es | --- | 5. tuition fees |
| f. Un·e représentant·e étudiant·e | --- | 6. volunteering |
| g. le forum d'orientation d'automne | --- | 7. fall orientation |
| h. au salaire minimum | --- | 8. international students |
| i. du bénévolat | --- | 9. higher education |
| j. les étudiant·es étrangèr·es | --- | 10. a bachelor of |

e. Personal growth

- | | | |
|---------------------------|-----|-----------------------|
| a. s'intégrer | --- | 1. yearned |
| b. équilibrer | --- | 2. washed over me |
| c. a fait de moi | --- | 3. on my own |
| d. avait porté ses fruits | --- | 4. has shaped me |
| e. aspirait | --- | 5. 's figured out |
| f. a compris | --- | 6. balance |
| g. m'a envahi | --- | 7. a sense of purpose |
| h. une raison d'être | --- | 8. paid off |
| i. (tout·e) seul·e | --- | 9. fitting in |

Focus on ll. 1-24:

3. True or False? Justify with a quote from the text.

a. Akib never doubted his decision to move to Canada.

b. Seeing a little girl fall made him understand he had to manage by himself.

c. He used to have a very easy life in Bangladesh.

4. In your own words (do not quote), give three reasons why he left Bangladesh.

Focus on ll. 25-42:

5. In your own words (do not quote), list three difficulties Akib faced when he arrived in Canada.

6. True or False? Justify with a quote from this part of the text.

Akib's parents were very supportive when he was facing difficulties.

Focus on II.42-the end:

7. In your own words (do not quote), explain how Akib pulled himself together.

8. True or False? Justify with a quote from this part of the text.

a. In the end, Akib has no regrets.

b. He feels he belongs in Canada.

B. GRAMMAIRE/PRONONCIATION : exprimer la “possession”

Classez ces exemples tirés de l'article dans le tableau ci-dessous pour rappeler les trois principaux moyens d'exprimer la possession en anglais.

- (1) *my jacket pockets* (4) *its fall orientation* (6) *the University of Regina*
 (2) *her laughter* (5) *the bottom of my heart* (7) *the students' union*
 (3) *their background*

Déterminants possessifs	
Génitif ('s)	
Complément du nom (the ... of)	

1. Les déterminants possessifs

1.1. Tableau récapitulatif des déterminants possessifs

Pronom sujet	Déterminant possessif
I	am on _____ own.
You	are on YOUR own.
She	is on _____ own.
He	is on HIS own.
It	works on ITS own.
One	is on _____ own.
We	are on OUR own.
They	are on _____ own.

1.2. L'accord des déterminants possessifs

Exercice 1 : retrouvez le “possesseur” correspondant aux déterminants possessifs.

- (1) *my jacket pockets*: _____ (3) *its fall orientation*: _____
(2) *her laughter*: _____ (4) *their background*: _____

- Contrairement au français, l'accord en genre se fait **TOUJOURS** avec la _____ ou _____ qui “possède” et non avec le _____.
- Les déterminants possessifs **ne s'accordent pas en nombre**, ils sont _____.

Exercice 2 : Traduisez en anglais.

1. Akib et ses rêves _____
2. L'hiver canadien et ses rafales de vent _____
3. La petite fille et son manteau d'hiver _____

2. Le génitif ('s)

Servez-vous de ces exemples pour compléter la leçon qui suit.

- (1) *Donald Trump's rhetoric* (3) *Akib's teachers* (5) *The students' union*
(2) *English Canada's media* (4) *Canada's population* (6) *Today's Canada*

2.1. Les règles générales du génitif ('s)

a. Les utilisations du génitif ('s)

- (1) Dans la plupart des cas, le génitif ('s) permet d'exprimer une **relation de possession** entre un possesseur, généralement _____, et un possédé.

Exemple(s) : _____

- (2) Il permet aussi d'exprimer une _____ **entre des personnes.**

Exemple(s) : _____

- (3) Parfois le génitif sert à établir un **repère dans le temps ou l'espace.**

Exemple(s) : _____

b. Les deux formations du génitif ('s)

(1) Formation principale du génitif

Exemple(s):	Type de nom	Formation principale
	nom singulier	+ 'S + nom
	nom pluriel irrégulier	
	nom propre	

- Le “possesseur” est placé en _____.
- Le second nom **perd** son article.

💡 Le S du génitif est aussi celui du mot interrogatif WH_ **S**_, utilisé pour demander à qui appartient quelque chose. **Exemple** : _____ student card is this? It's Akib's.

💡 Lorsque le 2e nom est évident, on peut le supprimer (voir ci-dessus).

(2) L'autre formation du génitif

Exemple:	Type de nom	Formation #2
		+ ' + nom

2.2. Faites entendre l' 's du génitif !

À l'oral, l' 's peut se prononcer de **trois façons différentes** : /s/, /z/ ou /ɪz/.

3. Exercice : Dans le tableau qui suit, classez les génitifs ci-dessous en fonction de la prononciation de cette marque.

- | | | |
|---------------------------------|-----------------------------------|-----------------------------------|
| (1) <i>Today's Canada</i> | (6) <i>George's dreams</i> | (11) <i>Philip's hockey stick</i> |
| (2) <i>Tim's coffee</i> | (7) <i>the little girl's fall</i> | (12) <i>Liz's kingdom</i> |
| (3) <i>the student's laptop</i> | (8) <i>Bush's orders</i> | (13) <i>Akib's job</i> |
| (4) <i>his ex's advice</i> | (9) <i>Olaf's nose</i> | (14) <i>James's coffee cup</i> |
| (5) <i>Jack's bottle</i> | (10) <i>Tess's student card</i> | (15) <i>the moose's antlers</i> |

/s/	/z/	/ɪz/

Déduisez-en les règles phonologiques de la prononciation du génitif.

/s/	/z/	/ɪz/
Après :	Après :	Après :

💡 Ces règles s'appliquent pour la prononciation des -s de pluriel.

3. Le complément du nom : *The ... of ...*

On l'utilise plutôt lorsque le "possesseur" est un objet ou un inanimé, ou par souci de clarté.

Exemples : _____

Exercice 3 : Traduisez en anglais en utilisant un génitif ou un complément du nom.

1. L'arrivée d'Akib _____
2. La mentalité des Canadiens _____
3. Le peuple de la Saskatchewan _____

Exercice 4 : Complétez le texte ci-dessous en utilisant correctement les expressions de la possession ((lettres) = *génitif ou the ... of*, (chiffres) = *déterminants possessifs*)



This is (A) _____ (the starter pack/Akib) for (1) _____ new life in Saskatchewan. Akib will be a student at (B) _____ (University/Regina). He is wearing a white shirt with (C) _____ (the logo/the university) on it.

Akib has two suitcases. One suitcase is yellow, and the other one is green with (D) _____ (the flag /Bangladesh) on it. The green suitcase is special because it was a gift from (E) _____ (the mother/Akib). It is (2) _____ favorite suitcase so she wanted him to have it.

There is also a warm yellow jacket because Saskatchewan is very cold in the winter. Indeed, (3) _____ weather is often frigid. Also, (F) _____ (the bright color/the jacket) always puts him in a good mood.

(G) _____ (the heart-shaped badge/Akib) says "Hope" on it. It reflects (4) _____ positive mindset as he is leaving for (5) _____ new country.

(I) _____ (the glasses/Akib) are round and (6) _____ rims are black. He wears them (H) _____ (every day/his life). It is the (J) _____ (a big adventure/beginning) in Canada.

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

epigram
anglais

→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=15>

D. WRITING/SPEAKING

Final Task–Step 1: Imagine yourselves going away to study in ** (** = name of your province/territory)

Get back together with your group.

Together, choose a university in your province/territory where you want to go and study.

A. Back on your own: imagine you have been pursuing your studies in your chosen university for 6 months.

Write a short article (200 words) for your university's gazette about your struggles and achievements over that period of time, with a happy ending. Use Document 3 as your template.

1. Find a catchy headline!

2. Start with a short, emotional introduction.

- Describe a difficult moment you experienced in your province/territory–use the weather or a situation to show your feelings.
- Mention why you left your country and came to province/territory, and key elements you put in your suitcase(s).

3. Talk about your life before coming to your province/territory.

- Mention if you lived with family, what your routine was, and what things were easy for you.

4. Explain the struggles you faced in your province/territory.

- Describe 1 or 2 things you found difficult after arriving.

5. Share your achievements.

- Write about 1 or 2 things you did well or moments you were proud of.
- Mention local activities or experiences that made you feel happy or successful.

6. End with a positive, happy ending.

- Show how your situation got better.
- Explain how you feel now and what you learned from this experience.

- Use the **simple past** for past experiences (go back to pp. 15-16 and pp. 58-59).
- Use the **present tense** for how you feel now (go back to pp. 28-31).
- Use **linking words and phrases** (see p. 60).

B. Get back together with your group

1. Take turns to read your articles to one another.

- Take notes and help one another out with grammar and/or pronunciation.

2. Get in pairs, and get ready to report to the class about your group's articles (3 to 5 minutes, see p. 62). *You cannot report about your own article!*

WHOSE CANADA? INDIGENOUS PEOPLE



Painting: "Thunderbird" by Jim Oskineegish

Warm up

A. Key notions

Match the following definitions with the corresponding terms.

Aboriginal people(s) - Band - First Nation(s) - Indian - Indian Act - Indigenous - Inuit - Métis - reserve

1.

Canadian federal legislation, first passed in 1876, and amended several times since. It sets out certain federal government obligations and regulates the management of Indian reserve lands, Indian moneys and other resources. Among its many provisions, *** currently requires the Minister of Indian Affairs and Northern Development to manage certain moneys belonging to First Nations and Indian lands and to approve or disallow First Nations by-laws.

3.

A term that came to common usage in the 1970s to replace the word "Indian". It is used to describe Aboriginal peoples of Canada who are ethnically neither Métis nor Inuit. Although the term is widely used, no legal definition of it exists. While "****s" refers to the ethnicity of ***s peoples, the singular "****" can refer to a band, a reserve-based community, or a larger tribal grouping who lives in them.

4.

A tract of land, legally held by the Crown, set apart for the use and benefit of an Indian band. Some bands have more than one ***.

2.

The term refers to the legal identity of a First Nations person who is registered under the Indian Act. It should be used only when referring to a First Nations person with status under the Indian Act, and only within its legal context. Aside from this specific legal context, the term in Canada is considered outdated and may be considered offensive due to its complex and often idiosyncratic colonial use in governing identity through this legislation. In the United States, however, the term "American ****" and "Native ****" are both in current and common usage. Some First Nations people may refer to themselves as "****s." While there are many reasons for an individual to self-identify as such, this may be a deliberate act on their part to position and present themselves as someone who is defined by federal legislation.

5.

A collective name for the original peoples of North America and their descendants. The Canadian Constitution (the Constitution Act, 1982) recognizes three groups – First Nations, Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs. *** is also a common term for the Indigenous peoples of Australia. When used in Canada, however, it is generally understood to refer to *** peoples in a Canadian context. This term is not commonly used in the United States.



6.

The term describes the Aboriginal people of Arctic Canada. *** live primarily in Nunavut, the Northwest Territories and northern parts of Labrador and Quebec. They have traditionally lived above the treeline in the area bordered by the Mackenzie Delta in the west, the Labrador coast in the east, the southern point of Hudson Bay in the south, and the High Arctic islands in the north.



7.

The word is French for « mixed blood ».

The Canadian constitution recognizes *** people as one of the three Aboriginal peoples.

Historically, the term applies to the children of French fur traders and Cree women in the Prairies, and of English and Scottish traders and Dene women in the North. Today, the term is used broadly to describe people with mixed First Nations and European ancestry who identify themselves as ***, distinct from Indian people, Inuit, or non-Aboriginal people. (Many Canadians have mixed Aboriginal and non-Aboriginal ancestry, but not all identify themselves as ***). Note that *** organizations in Canada have differing criteria about who qualifies as a *** person.



8.

The term is used to encompass a variety of Aboriginal groups. It is most frequently used in an international, transnational, or global context. This term came into wide usage during the 1970s when Aboriginal groups organized transnationally and pushed for greater presence in the United Nations (UN). In the UN, "****" is used to refer broadly to peoples of long settlement and connection to specific lands who have been adversely affected by incursions by industrial economies, displacement, and settlement of their traditional territories by others.

9.

A body of Indians for whose collective use and benefit lands have been set apart or money is held by the Crown, or declared to be a *** for the purposes of the Indian Act. Each *** has its own governing *** council, usually consisting of one chief and several councillors. Community members choose the chief and councillors by election, or sometimes through custom. The members of a *** generally share common values, traditions and practices rooted in their ancestral heritage. Today, many *** prefer to be known as First Nations.



Sources:

- An *Evolving Terminology Relating to Aboriginal Peoples in Canada*, Communications Branch Indian and Northern Affairs, Canada, October 2002 <https://publications.gc.ca/collections/Collection/R2-236-2002E.pdf>
- Terminology- indigenousfoundations, The British University of Columbia website, <https://indigenousfoundations.arts.ubc.ca/terminology/>

B. More key notions: Indigenous rights



1. Fill in the table below using the *word cloud* above. *Some words may fit into several categories. Get ready to justify your choices!*

The past	The present	The future (?)

2. Fill in the blanks using the words below. *Each word is used only once.*

*traditions - oppression - ancestors - trauma - identities - survival - reconciliation - territory
- pride - revival - truth - resilience - healing*

For many generations, Indigenous peoples in Canada lived on their traditional (1) _____. They followed their own customs, culture, and (2) _____. However, colonization brought (3) _____ and loss. Many were taken from their families, causing long-term (4) _____. The knowledge and stories of their (5) _____ were often ignored or erased.

Today, Indigenous communities are working to protect their unique (6) _____. Despite the painful history, they have shown great (7) _____. There is a growing movement for (8) _____, where all Canadians learn and accept the (9) _____. Many people are reconnecting with their culture and feeling a stronger sense of (10) _____.

Looking forward, there is hope for (11) _____. More Indigenous youth are learning their languages and traditions with (12) _____. Education and respect will help support the (13) _____ of Indigenous cultures in Canada.

Document 4: I'm a proud Anishinaabe who asserts my Indigenous sovereignty. That's why I won't vote.

Andrea Landry, *CBC First Person*, Apr 02, 2025

- 1 I was 13 when my mom taught me an important lesson: I am not Canadian — I am Anishinaabe, and it's the reason I will not participate in a colonial political system or vote in this year's federal election.
- We were sitting in my school gymnasium when silence fell and a familiar song
- 5 followed.
- "Oh Canada..." – voices began to sing along – "*our home and **native** land....*"
- I stood up with my **peers** when I felt a **tug** on my sleeve.
- "Sit down," my mom said.
- I looked down at her — the only person not standing in the whole gymnasium.
- 10 "What are you doing?" I bent over and whispered, through **clenched teeth**.
- "We aren't Canadian!" She said it loudly so everyone in our **vicinity** could hear her.
- "We are Anishinaabe. We don't stand for a song that isn't ours."
- Some of the people stared at us as the song continued.
- I sat down, rubbing the fabric on my jeans to avoid eye contact with those around
- 15 us, especially the kids who **bullied** me for being brown.
- My mom bumped her **elbow** against me. I looked at her, my face and body still feeling hot with shame. Her smile washed it away and she began laughing.
- "Your mom's a warrior," she whispered.
- "Me too," I said gently as I took her hand, and felt pride.
- 20 "*We stand on guard for thee...*"
- I smiled and sat up tall, making eye contact with anyone who was looking our way.
- 'I am Anishinaabe,' I thought, proudly.
- My mother reminded me often that I was Anishinaabe as I grew up.
- "They will try to make you feel less than, but we have to stand in our power," she
- 25 said, nodding her head at me, and smiling. "We don't need to vote in Canadian elections if we aren't Canadian."
- I'd repeat my truth in classrooms to high school teachers, writing out the facts of Canada's genocidal past in history papers, often receiving low **marks**.
- As I grew older, I became louder in who I was and my **nationhood**, following in the
- 30 steps of my family members and many of those from my **home community** of Pays Plat First Nation, in what is known as Ontario.
- In university classrooms, political meetings with Members of Parliament, and even in meeting former Prime Minister Stephen Harper in my early 20s, I always positioned myself by my nation, first and foremost.
- 35 It didn't mean that it made political meetings or conversations easy. In fact, it made it more **challenging**. Standing firm in my **sovereignty** as an Anishinaabe young person at the time meant being sure and **steadfast** in not **complying to** colonial systems, even as people constantly told me things like: "You are going to do great things for your people. You should aim to be the next prime minister!"
- 40 That was the last thing I wanted in life. I simply was **striving for** basic human rights for my people. I was **advocating for** rights like clean drinking water, proper social solutions for suicide epidemics and **community-based programming** that

nurtured **kinship-based** living.

I was striving to continue to assert my sovereignty as an **Indigenous** person and
45 advocating for spaces to thrive, rather than survive. And I wasn't afraid to state it.
Then came the barrage of questions.

"If you're not Canadian, do you pay taxes?" "Do you have a Canadian passport?"

"Why do you pay taxes and take services from a federal government if you believe
in Indigenous nationhood and sovereignty?"

50 Sometimes people were just curious about the answers. Others showed through
their **frowns and scowls** that they simply wanted to **undermine** and criticize many
Indigenous people's stance about who we are and where we come from.

I only pay taxes if my work takes place off-reserve, as on-reserve work is **tax-free**
for our people, under **treaty agreements**. I have a Canadian passport, because it
55 is the only passport that Canada has allowed to be used on these lands. I vote, but
only in my **band elections** back home.

Lastly, living on reserve, the services from paying taxes from the federal
government like paved roads, bridges, and even emergency services are **dismal**.
Every other benefit or service I use exists for my people due to treaty. Education
60 for my children is due to the power of the pen under treaty; access to health care is
due to the **medicine chest clause** under treaty; housing is due to treaty and land is
due to treaty.

Does this mean that I am any less sovereign because I live under the **rules and**
confines of the Canadian taxation policies and the Indian Act? I would argue no.

65 When treaties were signed between **the Crown** and Indigenous peoples, we as
Indigenous peoples **granted** the Crown **permission** to govern its own people — not
us. Indigenous peoples, and our sovereign nations were — and are — the ones who
gave that permission for "Canada" to be what it is today.

The only reason why non-Indigenous peoples live on these lands today, is because
70 Indigenous peoples allowed them to with the signing of treaties.

That's why I believe that we as Indigenous peoples of our own sovereign nations
do not need to become members within another nation's political system. Other
Indigenous people may choose to vote, and I don't attempt to change their minds,
as everyone is **entitled to** their own principles. However when the future
75 generations ask, I will be confident in telling them that I never **gave in** to colonial
attempts of assimilation through voting.

My late mom was right.

"They want us to be Canadian so they can continue to take our land and our rights.
But we won't let them," she told me the last few years of her life. "Canada will
80 continue to try to oppress us, but look at us."

My mother always called me after my meetings with political leaders in Canada,
crying with pride. I held **signs** with her on highways for protests against Canadian
legislation and **bills** that attempted to undermine our rights, our sovereignty, our
nationhood and our lands.

85 She held my hand in the bitter cold as drivers either **honked** in support of us or
yelled **foul words** as they passed by.

Her words remain deeply **instilled in** me as a lesson I pass on to my own
daughters: "You are not Canadian. You are Anishinaabe."

Andrea Landry is a mother, an Indigenous rights defender and a **freelance** writer. She teaches in the Indigenous social work program at the First Nations University of Canada. She is originally from Pays Plat First Nation in northern Ontario and resides on Poundmaker Cree Nation in Saskatchewan.

A. COMPRÉHENSION

1. Present the document briefly (type, source, author, date and context, topic).

2. **Vocabulary**—match the French words with their English equivalents **bolded** in the text.

a. Indigenous rights and sovereignty

- | | | |
|--|-----|------------------------------|
| a. autochtone | --- | 1. the medicine chest clause |
| b. l'appartenance nationale | --- | 2. native |
| c. la souveraineté | --- | 3. entitled to |
| d. la communauté d'origine | --- | 4. treaty agreements |
| e. des traités | --- | 5. the home community |
| f. natal | --- | 6. tax free |
| g. la Couronne | --- | 7. granted permission |
| h. des élections des conseils de bande | --- | 8. the Crown |
| i. avons accordé l'autorisation | --- | 9. nationhood |
| j. a droit à | --- | 10. band elections |
| k. la clause relative aux médicaments | --- | 11. sovereignty |
| l. exonéré d'impôts | --- | 12. the rules and confines |
| m. les règles et contraintes | --- | 13. Indigenous |

b. Resistance and struggle

- | | | |
|----------------------------------|-----|----------------------------------|
| a. lutter pour | --- | 1. instilled in |
| b. défendre | --- | 2. steadfast |
| c. inébranlable | --- | 3. a community-based programming |
| d. se conformer à | --- | 4. advocating for |
| e. difficile | --- | 5. gave in |
| f. un programme communautaire | --- | 6. kinship-based |
| g. basé sur les liens de parenté | --- | 7. complying to |
| h. ai cédé | --- | 8. challenging |
| i. ancrés dans | --- | 9. striving for |

c. Everyday experience and discriminations

a. les camarades, les pairs	----	1. the tug
b. l'action de tirer sur	----	2. freelance
c. en serrant les dents	----	3. bullied
d. les environs	----	4. the peers
e. harcelaient	----	5. dismal
f. le coude	----	6. the vicinity
g. les notes	----	7. the frowns and scowls
h. klaxonnaient	----	8. the marks
i. les insultes	----	9. honked
j. les grimaces et regards désapprobateurs	----	10. the elbow
k. indépendante	----	11. the foul words
l. déplorable	----	12. undermine
m. rabaisser	----	13. clenched teeth

3. True or False? Justify with a quote from the text.

a. According to Andrea Landry, all Indigenous people refuse to vote in Canadian federal elections.

T/F -----

b. The federal government provides quality services on reserves thanks to taxes.

T/F -----

4. In your own words (do not quote), explain what the author means when she says she is "*Anishinaabe*" and *not Canadian*.

5. In your own words (do not quote), present three strategies used by the author and her family to show resistance to colonial systems.

6. In your own words (do not quote), explain three types of discrimination the author has experienced growing up and experiences in her daily life as an activist.

B. GRAMMAIRE/PRONONCIATION : les articles

(1) *a Canadian passport*

(2) *nationhood*

(3) *the Crown*

(4) *an Indigenous person*

(5) *treaty rights*

(6) *the Indian Act*

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.

_____	_____	_____

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. Prononciation : The /ðə/ ou the /ði:/ ? A ou an ?

(1) *the Indian Act*

(2) *an Indigenous person*

(3) *a Yukoner*

(4) *the University*

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

The /ðə/ et _____	The /ði:/et _____
SON consonne	SON voyelle
Le nom qui suit commence par les lettres :	Le nom qui suit commence par les lettres :
Exemples:	Exemples:

Cas particuliers: 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, honorary, honorific,
honest, honesty, honestly*

2. L'article indéfini A/AN : lisez les exemples ci-dessous et complétez la leçon.

(1) *a Canadian passport*

(2) *an Indigenous rights defender*

(3) *a tug on my sleeve*

(4) *a federal government*

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 **dénombrable**.

Cas particuliers

a. Devant un nom de "profession" :

*She's **a** mother and freelance writer, he's **a** student and **a** student advocate.*

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

*I go to Tim Hortons every morning. It's CA\$1.79 **a** cup.*

Exercice : Choisissez entre "a" et "an" selon le son initial du mot qui suit.

Faites attention aux cas particuliers !

1. Andrea is _____ Indigenous writer and _____ advocate for her community.
2. Her story is _____ honest account of life on _____ reserve.
3. She hopes to be _____ example of resistance for other young people.
4. Her identity as _____ heir to her people's tradition is very important to her.
5. That's _____ useful document for understanding the Indian Act.
6. He spoke with _____ humble tone about his identity.
7. It's _____ historic moment for Indigenous voices to be heard.
8. They are organizing _____ youth event on nationhood and land rights.

3. L'article défini : complétez la leçon et recopiez les exemples ci-dessous aux bons endroits.

(1) *the federal government*

(2) *the Indian Act*

(3) *the barrage of questions*

(4) *the people who stared*

(5) *the Crown*

(7) *the indigenous social work program*

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.

Exemples : *The former prime minister met me when I was in my early 20s.*
→ Personne connue de celle qui parle et des personnes à qui elle s'adresse.

Look at her! She's the only person not standing in the gymnasium!
→ On sait de quelle personne il s'agit (celle qui est pointée).

Autres exemples : _____

b. Le ou les éléments sont définis par le contexte _____.

Exemple : *The passport that Canada has allowed to be used*
→ Tout ce qui se trouve à droite du nom **précise** de quel passeport on parle et justifie l'utilisation de l'article défini.

Autres exemples : _____

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

Exemples : *The Earth, the Moon, the Eiffel Tower, etc.*

Autres exemples : _____

Cas particuliers
a. Devant un instrument de musique avec le verbe <i>play</i> <i>Isla plays the qilaut, Omaciw plays the powwow drums.</i> b. Devant des adjectifs (nominalisés) désignant des groupes <i>The Canadians, the Americans, the British, the Quebeckers, the French, the Inuits, etc.</i> <i>The poor, the homeless, etc.</i> c. Devant les noms de pays composites ou au pluriel <i>The United Kingdom, the United States, the Netherlands, etc.</i>

4. L'Ø (article zéro) : complétez la leçon.

a. Pour exprimer une généralité ou un concept/une notion abstraite

Devant un nom _____ au pluriel	Devant un nom _____
<i>Ø treaties, Ø rights, Ø peoples</i>	<i>Ø Indigenous sovereignty, Ø nationhood, Ø education, Ø health care, Ø justice</i>

b. Désigner des éléments parmi d'autres

(1) *Ø spaces*

(2) *Ø members*

(3) *Ø signs*

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

Cas particuliers

- a. **Devant les noms de pays:** *Ø Canada, Ø America, Ø Greenland*
- b. **Devant le nom des personnes "titrées":** *Ø Prime Minister Mark Carney; Ø King Charles III, Ø Grand Chief of the Grand Council of the Crees Norman A. Wapachee*

Exercice : Complétez les phrases suivantes avec "the" ou article (Ø).

1. ___ Indigenous peoples signed ___ treaties with ___ Crown.
2. Andrea defends _____ Indigenous sovereignty in all her writings.
3. She criticizes _____ Indian Act because it limits _____ Indigenous rights.
4. Many young people from _____ Pays Plat First Nation share her views.
5. She believes that _____ education and _____ health care are _____ basic rights.
6. In her community, _____ land is sacred.
7. Members of _____ federal government don't always listen to _____ Indigenous demands.

5. Remplissez ce tableau récapitulatif de l'emploi des articles en anglais pour faire le point.

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

6. Exercice récapitulatif : choisissez le bon article (a, an, the ou Ø).

1. To Andrea, meeting _____ former Canadian prime minister is not _____ honour
2. Andrea has ___ Canadian passport but doesn't feel she is ___ Canadian.
3. Do you think ___ future generations will understand?
4. She teaches in ___ Indigenous social work program.
5. She doesn't vote in ___ federal elections.
6. They live on ___ reserve in ___ northern Ontario.
7. Andrea wants to create ___ space where her people can embrace its identity.
8. ___ Canadian government must respect _____ Indigenous sovereignty.
9. Children learn about ___ Indigenous rights through ___ stories and ___ protest.
10. This makes me want to read ___ university article about ___ treaty rights.

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



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

Get back together with your group.

You have decided to go all together to go to a university in your province/territory to finish your studies.

You will each design an **action figure** for another group member.

A. Getting ready

1. Decide who designs whom.

A designs B, B → C, C → D, D → A

You cannot design yourself or the teammate designing you!

- a. Think about the teammate you're designing:
 - studies, hobbies and favorite activities,
 - their habits and personality.
- b. Imagine what they need in order to study in your chosen university.



2. Design your teammate's action figure

NO AI! Use Canva or paper!

- a. Draw or create your teammate's action figure on **paper or Canva**.
- b. Make it fun — it can look **realistic** or **cartoon style** or whatever you like!
- c. ***Like Akib's, your action figure must include:***
 - a character dressed for the place,
 - **2-3 accessories:**
 - ONE accessory connected to the university and/or your province/territory: history, culture/sports, nature, activities, etc. **(go back to your work this semester!)**
 - ONE accessory connected to your teammate's likes or expectations about moving there.

3. Mutual Feedback: show one another your drawings and ideas!

- a. Say what you like about each other's designs.
- b. Give ideas to make each design better. (Be kind and positive!)

4. Make a choice—decide together!

- Will one person with strong drawing skills make all the drawings look similar?

OR

- Will you keep everyone's original drawings with small adjustments for clarity?

B. Make a 7-8-mn powerpoint presentation of your action figures (see p. 61).

1. Title slide

- A catchy title for the presentation,
- your full names and TD number.

2. Introduction (1 minute)

- Names, nationalities, and studies.
- Quick facts about your province/territory and capital city.
- Quick introduction of the university you chose.
- 3 or 4 reasons you picked this province/territory and university (history, culture, nature, activities, etc.)

3. The creative process (1:30 minute)

- Say who designed for whom.
- Talk about feedback and changes.
- Mention the tools and materials you used.
- Explain where your ideas came from.

4. Our action figures starter packs (1 minute per person = 3 or 4 minutes total)

*Each group member presents **THEIR** action figure, saying:*

- who made it for them,
- what they like about it,
- what their two accessories are, explaining:
 - how they connect to their personality/hobbies/studies,
 - why they are good for life in your province/territory.

5. Conclusion (1:30 minute)

- One thing that makes your province/territory special.
- One problem or worry about studying there (for example, how First Nations are treated there).
- 3 or 4 key pieces of advice for future international students.

APPENDIXES

IRREGULAR VERBS YOU MUST KNOW

	Traduction	Base verbale	Prétérit	Participe passé
	être	BE	WAS/WERE	BEEN

A	coûter	COST	COST	COST
	éclater	BURST	BURST	BURST
	couper	CUT	CUT	CUT
	frapper	HIT	HIT	HIT
	blessar	HURT	HURT	HURT
	laisser	LET	LET	LET
	mettre	PUT	PUT	PUT
CHANGEMENT DE LA SECONDE VOYELLE				
	nourrir	FEED	FED	FED
	mener	LEAD	LED	LED
	rencontrer	MEET	MET	MET
PRÉTÉRIT ET PARTICIPE PASSÉ IDENTIQUES				
	briller	SHINE	SHONE	SHONE
	gagner	WIN	WON	WON
- GHT (6)				
	apporter	BRING	BROUGHT	BROUGHT
	acheter	BUY	BOUGHT	BOUGHT
	attraper	CATCH	CAUGHT	CAUGHT
	combattre	FIGHT	FOUGHT	FOUGHT
	enseigner	TEACH	TAUGHT	TAUGHT
	penser	THINK	THOUGHT	THOUGHT
2X-D				
	avoir	HAVE	HAD	HAD
	entendre	HEAR	HEARD	HEARD
	fabriquer, faire	MAKE	MADE	MADE
B	payer	PAY	PAID	PAID
	dire	SAY	SAID	SAID
	raconter, dire	TELL	TOLD	TOLD
	3X -D			
	trouver	FIND	FOUND	FOUND
	tenir	HOLD	HELD	HELD
	lire	READ	READ	READ
	se tenir (debout)	STAND	STOOD	STOOD
	comprendre	UNDERSTAND	UNDERSTOOD	UNDERSTOOD
2X -T				
	construire	BUILD	BUILT	BUILT
	brûler	BURN	BURNT	BURNT
	rêver	DREAM	DREAMT	DREAMT
	sentir, ressentir	FEEL	FELT	FELT
	obtenir	GET	GOT	GOT
	garder	KEEP	KEPT	KEPT
	apprendre	LEARN	LEARNT	LEARNT
	partir, quitter	LEAVE	LEFT	LEFT
	perdre	LOSE	LOST	LOST

	signifier	MEAN	MEANT	MEANT
	envoyer	SEND	SENT	SENT
	s'asseoir	SIT	SAT	SAT
	dormir	SLEEP	SLEPT	SLEPT
	passer (temps), dépenser	SPEND	SPENT	SPENT
C	devenir	BECOME	BECAME	BECOME
	venir	COME	CAME	COME
	courir	RUN	RAN	RUN
D	PARTICIPE PASSÉ EN -EN			
	casser	BREAK	BROKE	BROKEN
	choisir	CHOOSE	CHOSE	CHOSEN
	conduire	DRIVE	DROVE	DRIVEN
	manger	EAT	ATE	EATEN
	tomber	FALL	FELL	FALLEN
	oublier	FORGET	FORGOT	FORGOTTEN
	geler	FREEZE	FROZE	FROZEN
	donner	GIVE	GAVE	GIVEN
	faire du vélo, du cheval	RIDE	RODE	RIDDEN
	voir	SEE	SAW	SEEN
	trembler, secouer	SHAKE	SHOOK	SHAKEN
	parler	SPEAK	SPOKE	SPOKEN
	voler	STEAL	STOLE	STOLEN
	prendre	TAKE	TOOK	TAKEN
	réveiller	WAKE	WOKE	WOKEN
	écrire	WRITE	WROTE	WRITTEN
	PARTICIPE PASSÉ EN -(O)NE			
	faire	DO	DID	DONE
	aller	GO	WENT	GONE
	PARTICIPE PASSÉ EN -OWN			
	souffler	BLOW	BLEW	BLOWN
	dessiner	DRAW	DREW	DRAWN
	voler, aller en avion	FLY	FLEW	FLOWN
	grandir, pousser (plante)	GROW	GREW	GROWN
	savoir	KNOW	KNEW	KNOWN
	montrer	SHOW	SHOWED	SHOWN
	jeter	THROW	THREW	THROWN
	porter (vêtement)	WEAR	WORE	WORN
E	commencer	BEGIN	BEGAN	BEGUN
	boire	DRINK	DRANK	DRUNK
	sonner	RING	RANG	RUNG
	chanter	SING	SANG	SUNG
	nager	SWIM	SWAM	SWUM

N'oubliez pas d'approfondir et de 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§ion=24>

HOW TO ORGANISE YOUR THOUGHTS: LINKING WORDS AND PHRASES

INTRODUIRE UNE IDÉE

Idee générale

- It is often said that (On dit souvent que)
- It is generally agreed that (Il y a consensus quant au fait que)
- 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 UNE IDÉE

- 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 que, 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 ESSAY - DOs & DON'Ts



Écrire à la **première** personne du singulier

= **I**

+ In **my** opinion, / TO **my** mind,
/ As far as **I** am concerned,

Une personne ?

→ **SOMEONE** / a student / a Canadian

Plusieurs personnes ?

→ **PEOPLE** / students / Canadians
/ *whoever the concerned people are

Parler à nouveau de la et/ou des personnes ?
→ **THEY** + pluriel

INTRO = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

PARTIE #1 = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

PARTIE #2 = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

(PARTIE #3 = 1 PARAGRAPHE)
(commençant par un ALINÉA)

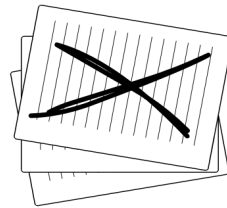
(*saut de ligne*)

CONCLUSION = 1 PARAGRAPHE
commençant par un ALINÉA

~~WE~~
VERY awkward
in English

~~YOU~~
est familier

~~Écrire un gros bloc(s)~~



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, 11.1.), 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.).

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 lorem ipsum (precise EXAMPLE 2.3.).

BODY

Part 2

Nevertheless*, // Furthermore,** lorem ipsum 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 lorem ipsum (precise EXAMPLE 2.3.).

CCL

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

(about 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

- Réalisation de la tâche / Qualité et pertinence des idées et arguments
- Cohérence / Organisation / Structuration
- Recevabilité linguistique (grammaire et vocabulaire)
- Contenus culturels / précision et pertinence des exemples

HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 2/2

C

WRITING CONVENTIONS



1. EACH paragraph must begin with:

- a blank space = an _____ (_____)
- a _____ word or phrase

“WE”
is
AWKWARD

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 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.

CCL

3

- 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

HOW TO SPEAK TO THE CLASS (ORAL PRESENTATION TIPS)

A

NON-VERBAL COMMUNICATION / BODY LANGUAGE

- Hold your head up and **DON'T READ YOUR NOTES**
- Make eye-contact with everyone in the room /don't look at the teacher only
- Mind stress-related habits (playing with your hair or a pencil) /don't distract your listeners



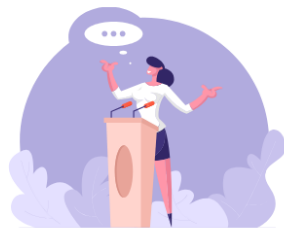
DO NOT READ YOUR SLIDES
AND/OR YOUR NOTES

VERBAL COMMUNICATION

B

ENGAGE YOUR AUDIENCE

- Introduce yourself and your work before you start
- Tell the class when you are reaching the end
- Invite them to ask questions



SHOW YOUR SPEAKING SKILLS

- Speak loud enough
- Speak at an **ADEQUATE** speed
- **CHECK the PRONUNCIATION of all KEY WORDS before your talk**
- Stress the words that matter
- Don't speak monotonously
- Don't stop abruptly

**NO
FRENCH**

HESITATE IN ENGLISH

- Err... /Huh...
- Let me think
- Give me a second
- Please bear with me
- Let me rephrase this
- Let me start again

C

DIGITAL TOOLS

- Be concise: **ONLY** write **SHORT** key phrases on your slides
- Use big enough letters and adequate colours so people can read from a distance
- Make sure the format of your file is compatible with other devices than your own
- Save your document on a USB key

