

Scénario :
School memories
Worksheet 4



A2 à B2 comprendre la structure et l'essentiel d'un extrait de biographie, de roman



B1/B2 raconter des événements réels ou fictifs

"Crossing the racial line". Melba Patillo (USA)

Answer the basic questions:

Who?

When?

Where?

Give a definition from the text of:

Segregated:

Integrated:

CHS:

Those words look like French words, try to translate them:

Soldiers

To receive

To attack

To escape

To phone

To sit in a seat

To protect

A contract (job)

Dangerous

To publish (newspaper)

Those words are formed from two separate words, find them out and translate into French:

Girlfriend

Bodyguard

Classroom

Those words have suffixes. Find the original word and translate both

Constantly

Finally

Segregationists

For each word complete the chart

noun	verb	adjective	adverb
<i>Segregationists</i> <i>segregation</i>	<i>To segregate</i>	X	X
		dangerous	
		angry	
education			X
violence	X		

List the physical threats she had to bear

Match the moral threats with parts of the text

Marsha didn't invite me to her party >	• Defenseless (without defense)
I was scared >	• Isolation
The teachers say nothing >	• good idea but difficult in the real world
Integration is a bigger word than I thought >	• fear of the mob (large group of people)
Others friends say it is too dangerous to come to my house >	• rejected
Mon say s that she won't have a teaching contract if I stay at CHS. >	• blackmail, threat

Find clues

What shows that she is still a teenage girl?

What shows that she does not understand completely what is going on?

List the verbs below into a regular or irregular list. Put them into the preterit form.

To be, to say, to want, to write, to stop, to try, to phone, to get, to hit, to throw, to put, to save, to come, to go, to help, to give, to tell, to publish, to survive, to close, to finish

Imagine you are Melba's friend. You are black too and you write about a usual school day in your diary.