

Guns Under Fire

1 Tune In!

React to the photograph

- What catches your eye first?
- Where does the scene take place?
- Which adjectives best describe the woman?

protective

dangerous

loving

relaxed

carefree (*insouciant*)careless (*négligente*)

scared

enthusiastic

self-confident

- Why is the woman carrying a gun? Make a sentence with the help of these words:

everyday objects

family

want

protect

defend



Tip

How to give your opinion:

I think...

I believe...

In my opinion/To my mind...

It seems to me that...

Help!

shoulder: *épaule*

machine gun

pop-gun: *pistolet en plastique*toy: *jouet*

24 hours /aʊəz/ a day

astounding: *très surprenant*disturbing: *troublant*

gruesome/horrid

usual = commonplace

unusual = out of place



2 The Right to Bear Arms

1 The Second Amendment

a. Listen to this recording of the Second Amendment and reorder the balloons.

A well-regulated
Militia

to keep and
bear Arms

shall not
be infringed.

to the
security of
a free State,

being
necessary

the right of
the people

b. What does this amendment mean? (Several possible answers)

American citizens are forbidden to buy guns. • They are allowed to defend their communities. • They can have weapons in their homes as well as on them. • The government can take away what citizens own privately. • Only members of the army can be armed.

2 Points of view

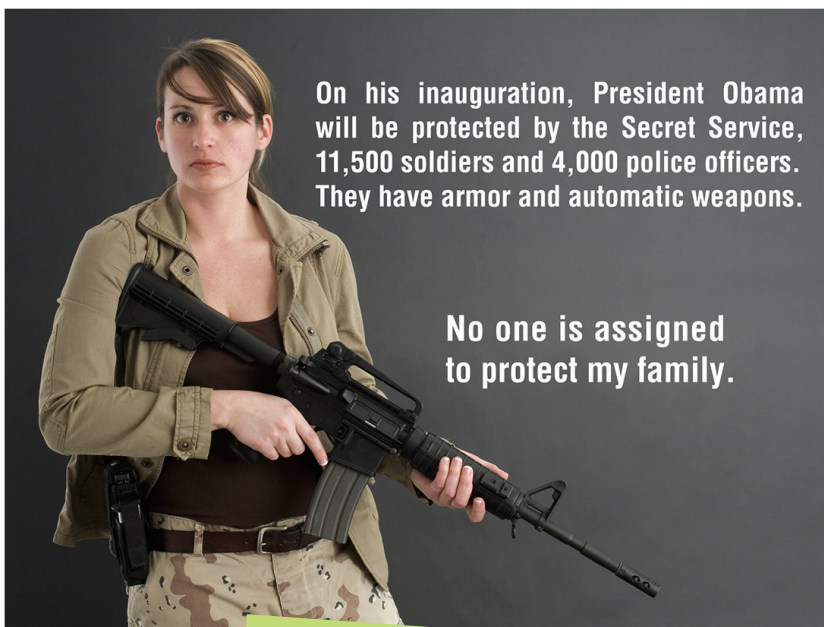
a. Look at the poster.

- Who is speaking?
- What is the message?
- approve of • want sb to • criticize sb for V-ING • refuse • support • compare sb to

b. Read the two quotations below.

c. What do these people have in common with the women on this double page?

CLINT EASTWOOD: "I have a very strict gun control policy: if there's a gun around, I want to be in control of it." He is a strong supporter of the Second Amendment and a member of the NRA (National Rifle Association).



BRUCE WILLIS: "Everyone has a right to bear arms. If you take guns away from legal gun owners, then the only people who have guns are the bad guys."

3 How many guns out there?

a. Listen to the recording and take notes.

- Focus on numbers and percentages.
- Note down the American states you have recognized.
- Classify the states in two groups: easy access to guns • strict laws.
- How long does it take to buy a gun? (several possible answers)

30 minutes • 30 days • 2 weeks • 2 years

b. Complete the map of the USA the teacher will give you. Note down the number of guns per inhabitant for each state mentioned and if laws are restrictive or not.

4 Writing workshop

Use the information collected to write a short article entitled "The USA, a gun nation". (120 words)

3 Who's Next?



▲ Crayons, graffiti mural by Gamma Acosta, Longmont, Colorado

1 Read and understand

Two teenage girls are in the high school restrooms at break time.

Part 1

Dot. Dot—

So loud this time—close and mechanically bright—that both girls scream. Their screams are followed by a silence that sounds foolish, cold and hard as the tile¹ on the girls' room walls. One says in a whisper,² "It's Michael Patrick. Yesterday, in trig,³ he told me he was going to bring a gun to school, that he was going to kill..."

5 "Who? Kill who?"

"Everybody."

"What?"

"All you fuckheads," he said. I thought he was joking, you know what a freak⁴—"

"Why didn't you tell anybody?"

10 On the other side of the door to the girls' room, there's another scream. It sounds desperate and pointless as music, and it's followed by a man asking for help.

"Help," is all he says.

Part 2

[...] Then he opens the door slowly, and steps in. He's holding a big blue-black gun with both hands, pointing it in front of him, aiming at nothing.

15 When he sees them, Michael Patrick laughs. "Hey," he says.

One of the girls, trying not to sob,⁵ swallows,⁶ then says, "Michael."

He's wearing a shiny shirt—a clean and pale white shirt, but there are large ugly sweat stains⁷ under his arms. There's an angry rash⁸ under his chin, where he must have shaved too fast that morning.

Michael Patrick smiles. He's breathing hard. He takes one of his hands off the grip of the gun and puts the hand

20 in the pocket of his jeans. He's wearing white shoes with blue lightning bolts on the sides, laces untied.

"So," he says too loudly in the quiet softness of the girls' room, and both girls flinch.⁹

"So," he says more softly, as if sorry to have startled them.

"Which one of you girls should I kill?"

■ Laura Kasischke, *The Life Before her Eyes*, 2002

1. carrelage 2. murmure 3. trigonometry 4. dingue/taré 5. sangloter 6. avale sa salive 7. taches
8. plaque rouge 9. tressaillent

Part 1

- Name the characters present in this part.
- Who else is mentioned?
- What plan was revealed the day before?
- Pick out sounds. What is going on?

Part 2

- Who are the characters present in the room now?
- Pick out movements and sounds showing the characters are scared.
- Describe the boy in your own words.
- What is going to happen in the end?

2 Radio interview

One of the girls tells a journalist about that terrible day in her school. Imagine the radio interview.

She explains: what happened • her reaction • Michael Patrick's motivations.

Shock and fear

helpless: *impuissant*
desperate /*dɛspɔ̃t*/: *désespéré*
scared stiff/to death: *mort de peur*
fear for one's life: *craindre pour sa vie*
realize/become aware of

Violence

slaughter /*slɔ:təʃ*/: *massacre*
in cold blood: *de sang froid*
aim at sb/target sb: *viser qqn*
threaten sb with sth
shoot sb down: *abattre qqn*

Help!

3 Columbine High School, Colorado, 1999

- Get ready. Listen to a few words from the recording and write them down.
- First listening
 - Note down as many words as possible.
 - Who is speaking: a journalist • a student • a teacher • a police officer?
- Second listening

Part 1

Listen for key information about the killers and organise it into two groups: their enemies • their friends.

Part 2

- Pick out key words. Note down all the places mentioned.
- How did the students get guns into the school?
 - The guns were hidden in a schoolbag.
 - They were in their lockers.
 - They were under their long coats.

The end of the tragedy Are the following statements true or false? Justify with key words you have heard. Many students in the library were executed. • The killers were arrested by the police. • Some victims called their family for help.

- Third listening. Complete your notes.
- Compare the story in the text p. 46 and the recording.

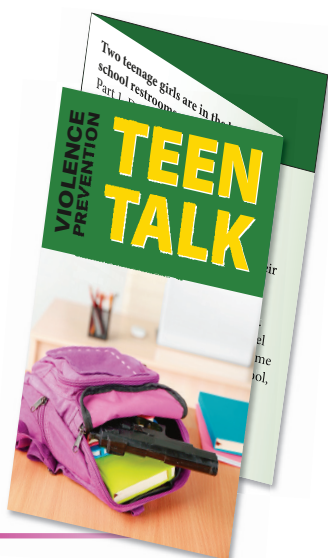
USEFUL WORDS

- a couple of = two
- get even with sb = to get one's revenge

USEFUL WORDS

- shoot at point-blank range: *tirer à bout portant*
- trap: *piéger*

4 Teen Talk



Write the inside of this leaflet (80 words). Use the information collected to speak about gun violence in schools. Here are some possible headings:

Friends at risks

Do you need a gun?

Your friend brings a gun at school

Get ready for the Oral Exam

What impact do testimonies and stories on gun violence have on people?

4

Video Corner



Guns With History

1 Get ready

- a. Read the title of the video and look at the photo on the right. What do you think the video is about?
- b. Who are the potential customers (*clients*)?
- c. Read the words below, then close your book and say which ones you remember.
- protection • safety • revolver
 - semi-automatic • shooter
 - bedroom • injured: *blessé*
 - target practice



2 Go on the Internet, type the title. Then watch the video without the sound.

- a. Read the information on the screen.
- What do most people buy a gun for?
 - What are the risks of having a gun at home?
 - What are the campaigners' goals?
- b. Focus on the experiment.
- What did the campaigners do? Where?
 - What is special about the objects sold there?
 - What technical device is used? Why?
- c. Watch the video again from 1:20 to 2:53. How do the customers react?

They look:

appalled (horrified)

surprised

scared

furious

enthusiastic.

- d. Why? Because of the price • Because of the stories the man tells them • Because of what they can read on the labels (*étiquettes*).

USEFUL WORDS

- Walmart superstore
- Sandy Hook Elementary School
- blindsided: *désagréablement surpris*

3 Watch and listen

- a. Pick out one word repeated twice. What is the customers' motive?
- b. Focus on numbers.
- Which ones did you hear? 2 • 5 • 9 • 12 • 19 • 20 • 21 • 26 • 90
 - What do they correspond to? age (months, years) • number of victims (adults, children, killed, injured: *blessé*) • caliber (type of weapon) • date (day, year)
- c. Where did the tragedies happen? at home • in a school • in a hospital • in a supermarket • in a prison • in a fast food restaurant • in a cinema • in the street
- d. True or false? justify your answers.
- Guns have been used in school shootings.
 - A young child took one gun out to play.
 - Guns caused death by accident.
 - People committed suicide with these guns.
 - The guns used are mostly police guns.
 - A gun was used to kill in a supermarket.
- e. Which adjectives are used to qualify guns?

cheap: *peu cher*handy: *facile à manier*deadly: *mortel*

easy to use

popular

automatic

- f. What do the customers decide when they leave? Why?
- g. Explain the slogan in your own words.

“Every gun has a history.
Let's not repeat it.”

4 I've changed my mind

One of the customers in the video returns home and explains to his/her partner why he/she didn't buy a gun.

PREPARE
YOUR TASK

5

Music Corner



No Guns Allowed

1 Read this stanza (*strophe*) from the song

a. Rephrase the stanza in standard English (*anglais considéré comme correct*).

"Let the music play, ... don't want ... more gun-play, ..."

b. Pick out words referring to a dangerous game • its consequences.

c. Who does "me" stand for?

d. What is Snoop Lion's message?

Let the music play, me don't want no more gun-play
When the bodies hit the ground, there's nothing left
to say ay ay

Me don't want to see no more innocent bloodshed
Me don't want to see no more youth dead

Come hear me now

■ Snoop Lion, 2013

2 Go on the Internet and watch the clip of the song

a. Concentrate on the voice-overs (*voix off*). Who is speaking? the president • witnesses (*témoins*) • the police • a journalist • shooters • parents • teachers • politicians

b. Focus on the visual elements. Note down people, places, objects, actions and dates. Then organize your notes.

Children:
games, school...

People

Adults:
police, demonstrators (*manifestants*)...

Objects

Violence

Tragedies

Consequences:
people mourning
(*en deuil*)...

3 Compare

Which do you like better, the campaign on p. 48 or the song above? Explain your choice.



Help!

Campaigns

informative/educational

shocking

effective: *efficace*

striking

unusual: *peu ordinaire, original*

eye-catching: *qui attire l'attention*

Goals

alert sb to/warn sb about

condemn

criticize sb for V-ING

denounce

make sb realize

support ≠ oppose

prevent sb from V-ING

4 Role play

Act out an interview between a talk show host (*animateur*) and the singer who explains why he wrote this song. Imagine the dialogue.

Get ready for the Oral Exam

Can the tactics used in anti-gun campaigns change the public's opinion?

6

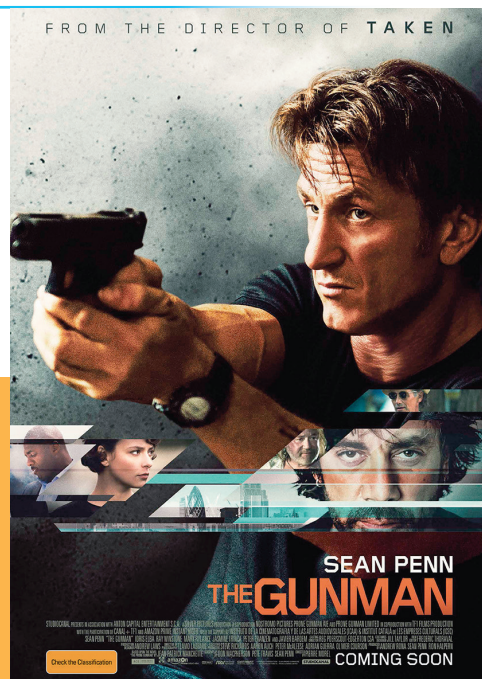
Hollywood and Gun Violence

1 React to the film poster

- How does the man look?
powerful • scared • calm • violent • fearless
- Can you name films with gun violence?
- Do you enjoy watching them? Why? Why not?

2 Gun violence in movies

- Read the article.



GUNS BLAZING ON THE SILVER SCREEN

What a new study on movie violence tells us about gun control.

A new study coming out in next month's issue of "Pediatrics" shows that the level of gun violence in the top PG-13 films¹ is rising. Violence with a gun shows up, on average, twice an hour! [...]

- 5 Living 20 minutes from Hollywood here in Los Angeles, I know how much both guns and movies mean to our society, and I also know that Hollywood's all about the supply and demand² when distributing its products. Hollywood gives us violent movies, specifically shoot 'em up³ violent films, and we eat them up. The problem, though, is that our children are acting on that behavior. Violence sells, but what if the audience can't handle⁴ what Hollywood's selling? [...] Our children simply can't handle the violence that they're taking in. And we have no way of truly knowing what transpires once that amount⁵ of violence is stored in that wonderful computer called our brain.

■ US News, November 13, 2013

1. films children under thirteen can't see 2. l'offre et la demande 3. (ici) où tout le monde se fait flinguer
4. (ici) gérer 5. (ici) dose

- What impact do violent films have on the audience (*public*)?

3 Speak up

Go on the Internet (type: gun control • celebrities • demand a plan) and watch the video.

- Which of these tragedies are mentioned by the celebrities?
Fort Worth, 1999 (Wedgwood Baptist Church) • Columbine High School, 1999 • Virginia Tech, 2007 (University) • Omaha shopping mall, 2007 • Fort Hood, 2009 (army base) • Tucson supermarket, 2011 • Charleston church, 2015 • Aurora movie theater, 2012 • Newtown, 2012 (Sandy Hook School) • Oak Creek, 2012 (Wisconsin Sikh temple)
- Note down the repeated words and sentences. Which one is the slogan?
- Do you find this campaign effective? Why? Why not?
- Why can these celebrities be called a lobby?

4 A radio phone-in

An anxious mother calls because her child is addicted to violent movies. You are the radio host, what would you advise her to do?

PREPARE
YOUR TASK

ABC
DEFINITION

A **lobby** is a group of people seeking to influence politicians or public officials on a particular issue.

Get ready for the
Oral Exam

To what extent do film makers and celebrities influence the public?



A

Savoir utiliser des données chiffrées.

a. Écrivez ces nombres et ces pourcentages en toutes lettres.

- Each year, there are 9,484 victims of guns in the USA. Yet, only 200 die because of firearms in Canada and 35 in Australia. The total cost of gun violence is \$229,000,000.
- In America, 80% of suicide attempts with a gun are successful. 4,257 teenagers died in 2014.
- Among 15-24 year-olds, gun deaths surpass car accidents. 64.3% of teenagers have held a gun at least once.
- The police found 749 rifles, revolvers and automatic weapons in a house in Compton, a Los Angeles district. They also arrested 48 members of a gang of young offenders.

b. Sur la fiche que votre professeur vous donnera, écrivez en toutes lettres les nombres et les pourcentages que vous allez entendre.



Tips

- Les nombres sont invariables (ten million), sauf dans l'expression : millions/thousands of...
- Observez : 2,853 = two thousand, eight hundred and fifty-three.
- Point ou virgule ? 1,5 se dit en anglais one point five (1.5) (→ p. 181).

WORKSHEET



B

Classez les mots ci-dessous en trois groupes : Weapons People Motives

Certains mots sont proches du français ; utilisez un dictionnaire si nécessaire pour les autres.

rifle • attacker • shotgun • robbery • firearm • revenge • ammunition • shooter • protection • robber • bullet • shooting practice • intruder • victim • hatred • cartridge • hunting • revolver • pistol • assault

C

Associez les mots de la liste A avec un mot de sens voisin de la liste B. Utilisez un dictionnaire si besoin.

List A

aim at sb • carry a weapon • prohibited • slaughter • horrid • frightening • dangerous • determined • denounce • disapprove of

List B

massacre • disagree with • condemn • target sb • gruesome • unsafe • banned • scary • resolute • bear arms

D

Observez le document ci-contre. Sur papier libre, associez chaque chiffre en jaune à l'un des mots suivants.

Vérifiez à l'écoute.

awareness • limit • denounce • support • approve • prevent • saved • access • warn

1.7 
MILLION
children live with unlocked,
loaded guns



76%

of children ages 5-14 know where firearms are kept in the home.



39%

of parents who reported that their children did not know the storage location of household guns were contradicted by their children's reports.

This is an 1 campaign to 2 parents about the danger of having guns at home. Many children are killed by a parent's gun. The campaigners 3 the free 4 to guns and would like to 5 the number of firearms in the home. They want to 6 parents from keeping a gun at home. They want to make homes, schools and communities safer. Many lives would be 7. They hope more and more parents will 8 of their action and 9 them.

A Le passif

(Précis grammatical 28 p. 204)

Sujet + **be** + participe passé du verbe

{ verbe irrégulier = 3^e colonne de la liste p. 214-215
verbe régulier = V + -ed

1. Complétez ce paragraphe en utilisant des formes passives. Attention au marqueur de temps souligné à chaque fois.

- a. In the US today, moviegoers' bags and pockets (check) by some movie theaters before entering.
- b. A young boy (shoot) in the street yesterday.
- c. In 2015, people (shoot) in a church in Charleston, South Carolina.
- d. A criminal just (arrest).
- e. Stricter gun control (demand) for years.

2. a. Complétez ce paragraphe en utilisant des formes passives.

In 1989 Troy Davis, an American man, (accuse) of the murder of a police officer. He (send) to jail and (take) to court. He (try) and (execute) because seven witnesses said Davis had shot the police officer. He (convict) of murder, (put) on death row and (condemn) to death.

b. Lisez le paragraphe à voix haute et vérifiez à l'écoute.



3. Mettez le verbe entre parenthèses à l'actif ou au passif.

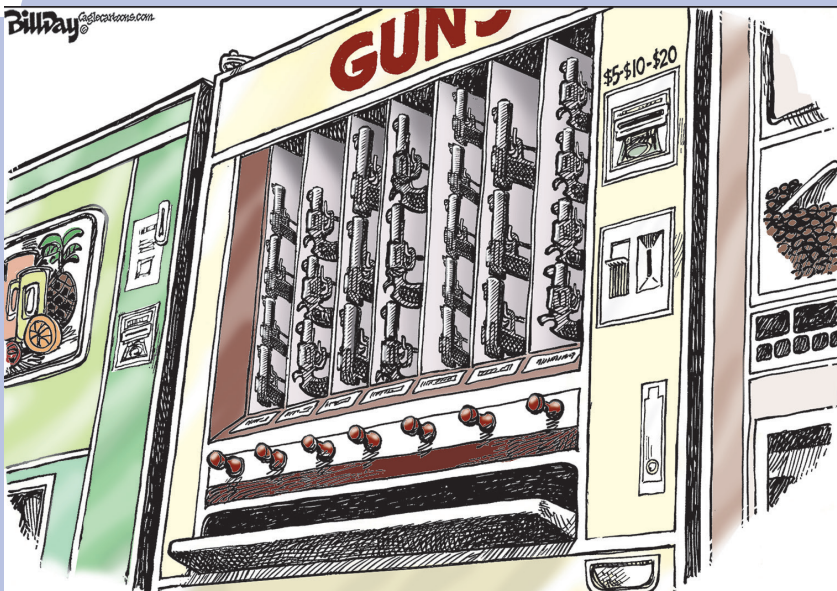
- a. New restrictive gun ownership laws ... in Pennsylvania last year. (vote)
- b. The gun industry ... by many politicians in western states. (support)
- c. Young offenders ... easy access to guns at home or on the black market. (have)
- d. The Second Amendment ... by pro-gun supporters. (often/quote: *citer*)
- e. Many Americans ... a weapon to protect their family. (buy)
- f. The NRA ... in 1871 and is the most important gun organization in the USA. (create)

B Can, can't, mustn't, be forbidden to, be allowed to, don't have to

(Précis grammatical 24 p. 203)

4. Complétez avec une des formes modales proposées.

- a. In Colorado, you ... buy a gun when you are 18 years old but only if you have no criminal record, and you ... carry arms.
- b. You ... register for any type of weapon, handgun or rifle but citizens ... buy automatic weapons.
- c. Anti-gun people think too many US citizens ... have free access to arms. But because of the lobbies, gun violence ... be stopped.



ON YOUR OWN!

An anti-gun activist reacts to the cartoon and writes a short comment on the newspaper website. Don't forget to use the passive voice and modal auxiliaries.

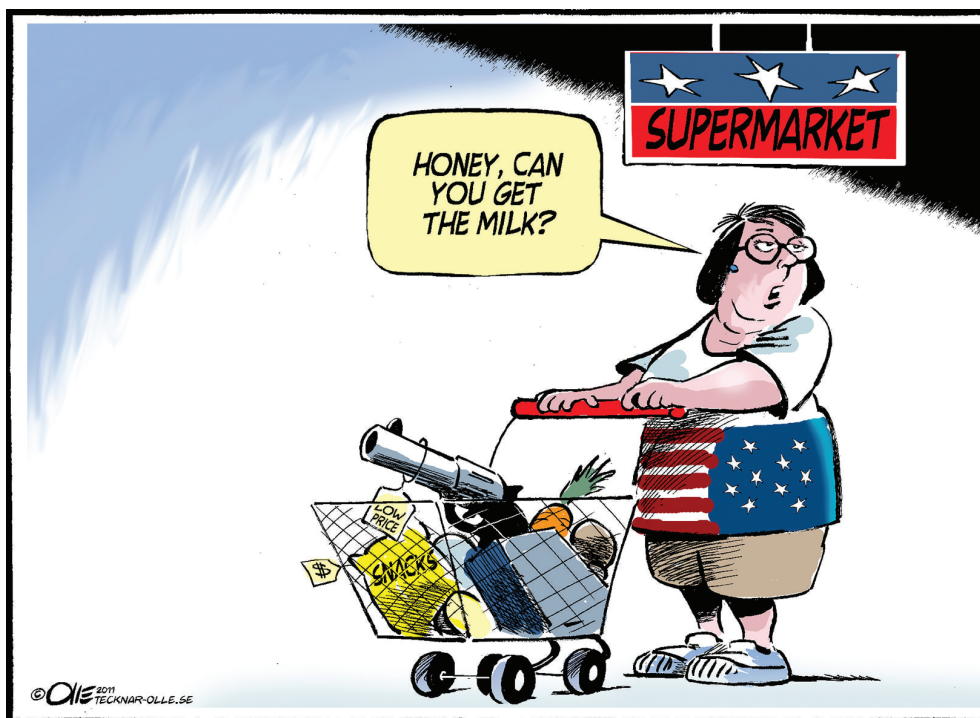
USEFUL WORDS

- vending-machine: distributeur •
- free sale • free access to •
- denounce • danger • law •
- alert sb about • be in favor of •
- limit • take measures

YOUR TASK

1. Get ready

- Go over your notes again on gun ownership, gun control, and the dangers of guns.
- Look at the cartoon.
 - List as many words and expressions as possible.
 - What sort of family is portrayed? What is their opinion about guns?



2. Listen to a recording entitled *Gun Education*

a. First listening

- Focus on numbers (date, quantity, age, percentage).
- Which words are repeated?

b. Second listening

List as many key words (*mots accentués, porteurs de sens*) as possible.

c. Third listening

Complete and check your notes.

- Write an account** of what you have understood (10 minutes). Use the expressions given p. 183.

USEFUL WORDS

- firing range:** *stand de tir*
- pop-gun:** *pistolet en plastique (jouet)*

SCENARIO 1

Your friend has posted this recording on Facebook. Many people liked it. You don't understand why. Write your comment. (100 words)

SCENARIO 2

You have just heard the testimony on the radio. React on the radio station phone-in.

Write your draft (*brouillon*).

Include these points:

- Introduce yourself briefly.
- Give your opinion
(→ *Enrichir sa prise de parole*, p. 178-179).
- Sum up the narrator's opinion and the anecdote she relates.

- What I've heard is **incredible/unbelievable**.
- I'm **shocked/outraged** by this report.
- Does this man/woman **realize**...?
- He/She **should/shouldn't**...
- Let sb do sth: *laisser qqn faire qqch*
- I would **never**...

Compréhension écrite et expression écrite



BAC N° 3

Answer the questions on the worksheet the teacher will give you.

DOCUMENT A

Jennifer Longdon was one of at least 750,000 Americans injured by gunshots over the last decade, and she was lucky not to be one of the more than 320,000 killed. Each year more than 11,000 people are murdered with a firearm, and more than 20,000 others commit suicide using one. Hundreds of children die annually in gun homicides, and each week seems to bring news of another toddler¹ accidentally shooting himself or a sibling² with an unsecured gun. And perhaps most disturbingly, even as violent crime overall has declined steadily in recent years, rates of gun injury and death are climbing (up 11 and 4 percent since 2011) and mass shootings have been on the rise.

■ www.motherjones.com,
Mark Follman, Julia Lurie,
Jaeh Lee and James West

1. tout-petit 2. frère/sœur

DOCUMENT B

In an artist's statement on her website, Calton writes that "growing up in Houston was synonymous with an induction into Texas gun culture." The 55-year-old

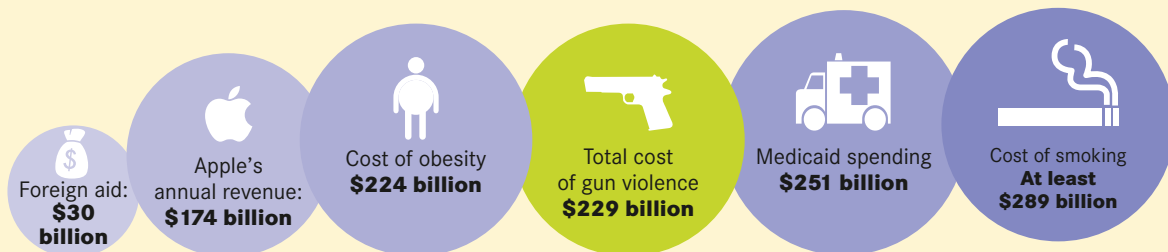
5 photographer wanted to explore the significance of the concealed weapons for women in Texas and found that the owners had diverse backgrounds and also owned the weapons for different reasons, 10 not just because they are Texans and were born with them.

"Often these women are unassuming and unexpected," she writes, "a young mother with her baby at the grocery store checkout 15 counter, a grandmother walking her dog, or perhaps a woman in the parking space next to you at the shopping mall. My photographs showcase the diversity of this population. However, I found a 20 commonality in their response to the question "are you prepared to pull the trigger to protect yourself or your loved ones?" The answer from the women in this collection of portraits is a resounding 25 "yes."

■ www.complex.com

DOCUMENT C

Gun violence costs more than \$700 per American a year. We spend more on it than on obesity, and almost as much as we spend on Medicaid.



www.motherjones.com

Compréhension de l'oral

More firearms in American schools?

- Écoutez l'enregistrement trois fois.
- Prenez des notes puis faites en dix minutes le compte rendu de ce que vous avez compris en français.
- Utilisez les expressions données p. 183.

USEFUL WORDS

- Sandy Hook Elementary School
- Kathy Steinhoff
- Columbia, Missouri /mɪ'zʊəri/

Expression orale

LOCATIONS AND FORMS OF POWER

To what extent does the gun issue divide the USA?

Comment parler de la notion ?

- 1 Définissez la notion *Locations and Forms of Power*. Revoyez la définition de *lobby* p. 50.
- 2 Sélectionnez les documents qui vous permettent de répondre aux questions suivantes.

What are the laws in the different states?

free sale/**a**ccess to
right to **car**ry/bear arms
contrast between **a**nd...
contrary to
where**a**s

Media Power: What impact can Hollywood films have on the public?

(dis)**a**gree with
oppose
side with: *prendre le parti de*
take a stand: *prendre position*
voice one's **o**pinion

To what extent does the gun issue divide the USA?

Anti-Gun Lobby: What tactics/devices are used to make the public aware of gun violence?

make **p**eople aware of
warn sb **a**bout
underline: *souligner*
prevent sb from **V**-ING
ban: *interdire*

Pro-Gun Lobby: What arguments do pro-gun people put forward?

thre**a**ten: *menacer*
feel inse**c**ure ≠ safe
protect sb
fear sb might + **B**V: *craindre que*

- 3 Utilisez le vocabulaire donné dans la carte mentale ci-dessus et p. 5 pour enrichir votre expression.
- 4 Préparez-vous à prendre la parole à partir de notes : ne rédigez pas votre présentation, contentez-vous de noter les idées clés, les mots importants.
- 5 N'oubliez pas une conclusion personnelle.