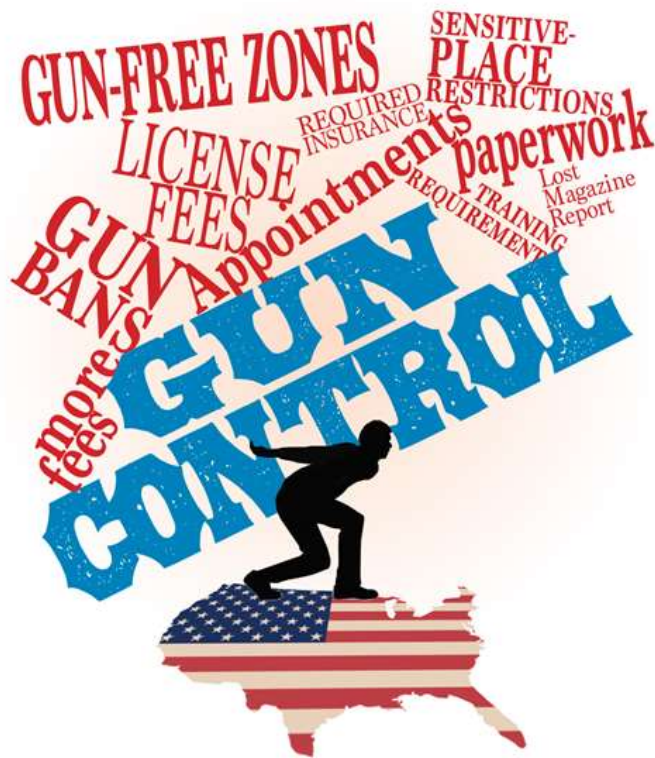


FACULTE DE DROIT ET DE SCIENCE POLITIQUE

L3 LAW

ENGLISH COURSE – LEGAL ENGLISH DEPARTMENT



THE SECOND AMENDMENT AND GUN CONTROL

Spring Semester

*Seminar Course Prepared by
the Legal English Department*

2025

COURSE DESCRIPTION

Please read the entire syllabus carefully.



1. Course Description: This is a language course designed for students of private law studying for a Bachelor's degree. We will cover various topics related to the **Second Amendment** and **Gun Control** in the United States of America, from the study of reading material, the engagement in role-playing, group work and oral activities. Opportunities for interaction in this class will be fully emphasized, in order to give students an extensive repertoire of legal, administrative and economic collocations.

2. Course Objectives and Goals: The objective of this course is to expand students' vocabulary in the legal world, to improve their communication skills and to achieve accuracy in grammatical structures. This course aims at **developing communicative proficiency in English through all four language skills** (listening and reading comprehensions, as well as oral and written productions). It is important to understand that your success in this course depends upon your attitude towards the learning experience, your involvement and participation. For these reasons it is essential that you come to class well prepared.

3. Methodology: A variety of activities will be used in order to achieve these objectives. These will involve:

- Readings and textual analyses
- Grammar, vocabulary and phonetic drills
- Listening of audio materials
- Pair and group activities
- Translations

4. Preparation and participation: All assignments must be **PREPARED in their entirety** and are expected to be done on time. Remember that missing homework will impede your mark for the course and that it is your responsibility to do your assignments before class. **Also**, you are expected to read and study the assigned pages or documents given in class **beforehand**. Your role is to come to class fully prepared in order to participate **meaningfully** in class discussions and group work. Regular, enthusiastic and **relevant** participation and involvement in class is expected.

5. Attendance: The development of competence in a language requires regular and structured interaction opportunities. As a result, **all courses must be attended**. If not, a doctor's note or any certificate justifying your absence should be produced. You are also expected to arrive in class on time.

No more than **three unexcused /unjustified** are permitted. **Exceeding this number will result in your automatic failure in this course**. Be aware that **your absence (and presence) will be noted**.

6. Class decorum: All cell phones must be turned off prior to entering the classroom and must be kept inside your schoolbag.

7. Assessment / Exam and oral presentation: There will be **1 oral presentation** (the oral presentation will cover topics related to the shootings in the United States and the Second Amendment, but not exclusively) and **1 final comprehensive exam** that will encompass the material covered throughout the semester (a reading comprehension + questions + course skills assessment + grammar).

NO make-up exams are allowed in this course. No extra credit is given in this course either.

Marking Element	Date
Oral presentation	Every week, starting week #2
Final Exam	Week #9

8. Mark Calculation:

Marking Element	Weight Value of Final Mark
Oral presentation	1
Final Exam	2

CALENDRIER EN DROIT - 2024 - 2025 - L3

2024												2025											
Août/Septembre		Octobre		Novembre		Décembre		Janvier		Février		Mars		Avril		Mai		Juin		Juillet			
29 J	Pré-rentree - Troyes	1 M	CM 5	2 V	Toussaint	3 D		1 M		1 S		1 S		1 M	CM 10	1 V	Résultats	3 D		1 M	Rattrapages S1 et S2		
30 V	Pré-rentree - Reims	2 M	TD 4 Anglais	3 S		2 L	Révisions	3 J		2 D		3 D		2 M	TD 9 Anglais	2 V		2 L	Jury	2 M			
31 S		3 J	TD 2 Autres matières	4 D		3 M		4 S		3 L	CM 4	3 L	CM 7	3 J	TD 7 Autres matières	3 S		3 M		3 J			
1 D		4 V		4 L	Semaine	4 M		4 S	4 M	4 V	TD 3 Anglais	4 M	TD 6 Anglais	4 V		4 D		4 M		4 V			
2 L	Reentrée	5 S	40	5 M	banalitude	5 J		5 D	5 M	5 L	TD 1 Autres matières	5 M	TD 4 Autres matières	5 S	14	5 L	Examen S2	5 J		5 S	17		
3 M	Semestre 1	6 D		6 M	pour stage	6 V		6 L	Examen S1	6 J		6 J		6 D		6 M		6 V		6 D			
4 M	CM 1	7 L	CM 6	7 J	et TER	7 S	40	7 M		7 V		7 V		7 L	Vacances	7 M		7 S		7 L	Jury		
5 J		8 M	TD 5 Anglais	8 V		8 D		8 M		8 S		8 S		8 M	Printemps	8 V	Vacances (14J)	8 D		8 M	2ème session		
6 V		9 M	TD 3 Autres matières	9 S		45	9 L	Examen S1	9 J	9 D		9 D		9 M		9 V		9 L	Pentecôte	9 M			
7 S		10 J		10 D		10 M		10 V		10 L	CM 5	10 L	CM 8	10 J		10 S	Pause Pédagogique	10 M		10 J			
8 D		11 V		11 L	Revue	11 M		11 S	11 M	TD 4 Anglais	11 M	TD 7 Anglais	11 V	11 D		11 M		11 M	Rattrapages S1 et S2	11 V			
9 L	CM 2	12 S	41	12 M	CM 9	12 J		12 D		12 M	TD 2 Autres matières	12 M	TD 5 Autres matières	12 S	11	12 L	Examen S2	12 J		12 S	28		
10 M	TD 1 Anglais	13 D		13 M	TD 8 Anglais	13 V		13 L	Reentrée	13 J		13 J		13 D		13 M		13 V		13 D			
11 M		14 L	CM 7	14 J	TD 6 Autres matières	14 S	10	14 M	Semestre 2	14 V		14 V		14 L	Vacances	14 M		14 S	14 L	P. Nationale			
12 J		15 M	TD 6 Anglais	15 V		15 D		15 M	CM 1	15 S	7	15 S	11	15 M	Printemps	15 J		15 D		15 M			
13 V		16 M	TD 4 Autres matières	16 S	46	16 L	Examen S1	16 J		16 D		16 D		16 M		16 V		16 L	Rattrapages S1 et S2	16 M			
14 S		17 J		17 D		17 M		17 V		17 L	Vacances	17 L	Semaine	17 J		17 S	20	17 M		17 J			
15 D		18 V		18 L	CM 10	18 M		18 S	3	18 M	Hiver	18 M	banalitude	18 V		18 D		18 M		18 V			
16 L	CM 3	19 S	42	19 M	TD 9 Anglais	19 J		19 D		19 M		19 M	pour stage	19 S	16	19 L	Examen S2	19 J		19 S			
17 M	TD 2 Anglais	20 D		20 M	TD 7 Autres matières	20 V		20 L	CM 2	20 J		20 J	et TER	20 D		20 M		20 V		20 D			
18 M		21 L	CM 8	21 J		21 S	51	21 M	TD 1 Anglais	21 V		21 V		21 L	Floquet	21 M		21 S	29	21 L			
19 J		22 M	TD 7 Anglais	22 V		22 D		22 M		22 S	8	22 S	12	22 M		22 J		22 D		22 M			
20 V		23 M	TD 5 Autres matières	23 S	47	23 L	Vacances	23 J		23 D		23 D		23 M	TD 10 Anglais	23 V		23 L	Rattrapages S1 et S2	23 M			
21 S		24 J		24 D		24 M	Noël	24 V		24 L	CM 6	24 L	CM 9	24 J	TD 8 Autres matières	24 S	21	24 M		24 J			
22 D		25 V		25 L		25 M		25 S	4	25 M	TD 5 Anglais	25 M	TD 8 Anglais	25 V		25 D		25 M		25 V			
23 L	CM 4	26 S	43	26 M	TD 10 Anglais	26 J		26 L		26 M	TD 3 Autres matières	26 M	TD 6 Autres matières	26 S	17	26 L	Examen S2	26 J		26 S			
24 M	TD 3 Anglais	27 D		27 M	TD 8 Autres matières	27 V		27 L	CM 3	27 J		27 J		27 D		27 M		27 V		27 D			
25 M	TD 1 Autres matières	28 L	Vacances	28 J		28 S	7	28 M	TD 2 Anglais	28 V		28 V		28 L	Révisions	28 M		28 S	28 L				
26 J		29 M	Toussaint	29 V		29 D		29 M				29 S	13	29 M		29 J	Reception	29 D		29 M			
27 V		30 M		30 S		48	30 L	Vacances	30 J			30 D		30 M		30 V		30 L		30 M			
28 S		31 J	44	31 M	Noël	31 V		31 L		31 L				31 M		31 S	22			31 J			
29 D																							
30 L																							

9. Maison des langues: Should you need extra help to improve your English in this course, remember that the **Maison des langues** offers free tutoring services to meet the academic needs of the students enrolled at the URCA. You can read more about the Maison des langues on the URCA website. In order to take part in the programme, you can click on this link: <https://www.univ-reims.fr/formation/apprendre-les-langues-etrangees/la-maison-des-langues/les-centres-de-ressources-et-espaces-de-langues-cerel/les-centres-de-ressources-et-espaces-de-langues,13182,23229.html>

10. Catch-up session

A catch-up session will take place in June if you haven't validated the English course. The **re-take exam will be oral** (and not written) and you will be assessed on one of these two documents: **Document #2** (*Everything you need to know about the assault weapons ban, in one post*) and **Document #9** (*Inside the Republican Party's New Direction on Gun Restrictions*).

DOCUMENT 1

LISTENING COMPREHENSION



Video: A Brief History of the USA¹ (3'14'')

<https://www.youtube.com/watch?v=lGYFRzf2Xww>

- 1) The narrator of this video is a
- 2) Take some notes about all historical events in American history mentioned in the video. Relate those events with the use of guns.
- 3) What is the only cause given by the narrator to explain the use of guns?
- 4) Qualify the nature of the document and explain the point of view that is developed.
- 5) Reconsider the historical reasons and explain - more seriously - why it was legitimate for the Americans to use guns.



¹ Class material resulting from a collaboration between R. Batouche & S. Marchand

DOCUMENT 2 (ORAL CATCH-UP SESSION)

READING COMPREHENSION



Everything you need to know about the assault weapons ban, in one post²

By Brad Plumer, December 17, 2012, *The Washington Post*



Bushmaster AR-15 from 2006. (Ted S. Warren/AP)

1 When Adam Lanza shot 26 people in Sandy Hook Elementary School on Friday, police say he largely relied on a Bushmaster AR-15 ‘assault-type weapon,’ a semiautomatic rifle that could rapidly fire multiple high-velocity rounds. He was also equipped with magazines that held 30 bullets each.

Advocates of stricter gun control argue that it shouldn't be so easy to have access to weapons that powerful — or to magazines capable of holding so many bullets. And so, on Sunday, Sen. Dianne Feinstein (D-Calif.) said she would introduce new legislation to ban assault weapons at the start of the next Congress. President Obama has also said that he'd support a federal ban.

But how much would this legislation do? Back in 1994, Congress passed a federal assault-weapons ban that lasted 10 years. Experts who have studied the law tend to agree that it was rife with loopholes and generally ineffective at curbing gun violence — though it might well have reduced mass shootings.

Here's a look at what the 1994 law actually did, where it failed, and whether it could be reworked to significantly reduce gun violence.

What counts as an ‘assault weapon’? The trouble all starts here. There's no technical definition of an ‘assault weapon.’ There are *fully automatic* weapons, which fire continuously when the trigger is held down. Those have been strictly regulated since 1934. Then there are *semiautomatic* weapons that reload automatically but fire only once each time the trigger is depressed. Semiautomatic pistols and rifles come in all shapes and sizes and are extremely common in the United States.

Congress didn't want to ban all semiautomatic weapons — that would ban most guns, period. So, in crafting the 1994 ban, lawmakers mainly focused on 18 specific firearms, as well as certain military-type features on guns. Complicated flow charts laid it all out. Certain models of AR-15s and AK-47s were banned. Any semiautomatic rifle with a pistol grip and a bayonet mount was an ‘assault weapon.’ But a semiautomatic rifle with just a pistol grip might be okay. It was complicated. And its complexity made it easy to evade.

² Class material by S. Marchand

25 **What did the 1994 ban actually do?** For the 10 years that the ban was in effect, it was illegal to manufacture the assault weapons described above for use by private citizens. The law also set a limit on high-capacity magazines — these could now carry no more than 10 bullets.

There was, however, an important exception. Any assault weapon or magazine that was manufactured *before* the law went into effect in 1994 was perfectly legal to own or resell. That was a huge
30 exception: At the time, there were roughly 1.5 million assault weapons and more than 24 million high-capacity magazines in private hands.

Did the 1994 law have loopholes? Yes, lots. Even after the ban took effect, it was not difficult for someone to get their hands on an assault weapon or high-capacity magazine.

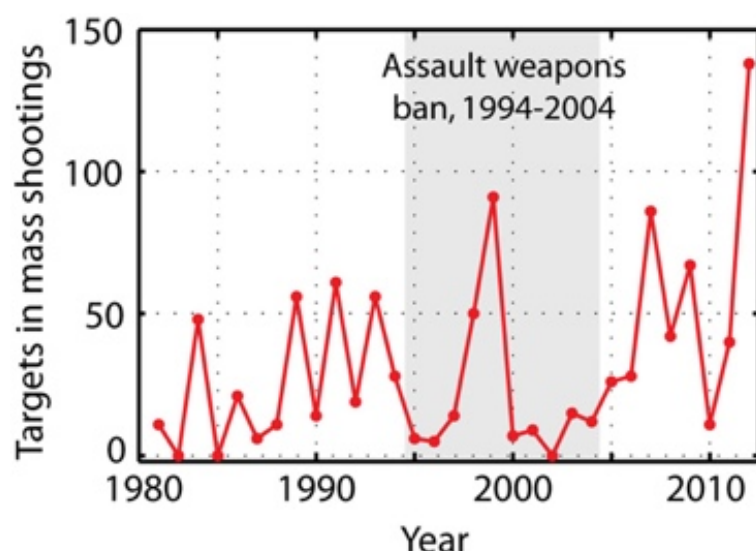
A 2004 University of Pennsylvania study commissioned by the National Institute of Justice explained why. For starters, only 18 firearm models were explicitly banned. But it was easy for gun
35 manufacturers to modify weapons slightly so that they didn't fall under the ban. One example: the Colt AR-15 that James Holmes used to shoot up a movie theater in Aurora, Colo., last summer would have been outlawed. Yet it would have been perfectly legal for Holmes to have purchased a very similar Colt Match Target rifle, which didn't fall under the ban.

40 Meanwhile, here were already more than 24 million large-capacity magazines in existence before the federal ban took effect in 1994. Indeed, as soon as Congress began working on the law, manufacturers boosted production of weapons and magazines in anticipation of higher prices. Dangerous weapons were still plentiful.

Did the law have an effect on crime or gun violence? While gun violence did fall in the 1990s, this
45 was likely due to other factors. Here's the UPenn study again: 'We cannot clearly credit the ban with any of the nation's recent drop in gun violence. And, indeed, there has been no discernible reduction in the lethality and injuriousness of gun violence.'

One reason is that assault weapons were never a huge factor in gun violence to begin with. They were used in only 2 percent to 8 percent of gun crimes. Large-capacity magazines were more important — used in as many as a quarter of gun crimes. But, again, the 1994 law left more than 24
50 million magazines untouched, so the impact was blunted.

Did the law have an effect on mass shootings? That's possible, though not certain. As this chart from Princeton's Sam Wang shows, the number of people killed in mass shootings did go down in the years the ban was in effect (save for a surge in 1999, a year that included Columbine):



Because mass shootings are relatively rare, it's difficult to tell whether this was just a random blip
55 or caused by the ban. Still, the number of mass shootings per year has doubled since the ban expired. That's suggestive, at least.

Why did the ban lift in 2004? The original assault weapons law was written so that it would expire after ten years. When 2004 came around, some Democrats tried to renew it, but there wasn't much

- interest in Congress. A few states, including New York, Massachusetts and New Jersey, still have their own versions of the law on the books.
- 60 **Could the ban have worked if it had lasted longer?** In his 2004 assessment of the law, the University of Pennsylvania's Christopher Koper argued that any federal ban would likely take many years to have an effect, thanks to all the exemptions. If Congress actually managed to reduce the number of high-capacity magazines, that might slightly reduce the number of gunshot victims. But, Koper
- 65 added, the research here was fairly thin and any predictions were 'tenuous.'
- Would it be possible to tighten the law?** In theory, yes. Back in 1996, Australia imposed a much stricter version of the assault weapons ban after a mass shooting. The Australian version avoided many of the loopholes in the U.S. law: Not only did the country ban all types of semiautomatic rifles and shotguns, but it also spent \$500 million buying up nearly 600,000 existing guns from private
- 70 owners.
- As Wonkblog's Sarah Kliff pointed out, Australia's law appears to have curbed gun violence. Researchers in the British Medical Journal write that the ban was "followed by more than a decade free of fatal mass shootings, and accelerated declines in firearm deaths, particularly suicides."
- 75 Still, an Australia-style ban would face much more difficult hurdles in this country. For starters, there are more than 200 million guns in circulation in the United States, making a buyback much more costly. And a full ban would likely face heavier resistance here, both from the courts and the public. Even Feinstein has promised that her new version of the assault weapons ban would still 'exempt over 900 specific weapons.' Gun-control advocates aren't quite ready to propose overly sweeping measures.

UNDERSTANDING THE TEXT

I – VOCABULARY

1. Cartouches, munitions		15. Appuyer sur (la détente)	
2. Magasin, chargeur		16. Élaborer	
3. Contenir		17. Législateur	
4. Partisan, militant		18. Caractéristiques	
5. Interdire ; une interdiction		19. Fabriquer, produire	
6. Soutenir		20. Imposer des limites	
7. Adopter, faire passer une loi		21. A peu près	
8. Courant, commun		22. Augmenter, stimuler	
9. Une faille		23. Une hausse	
10. Limiter, refréner, juguler		24. Renouveler	
11. Tirer, faire feu		25. Obstacle	
12. Gâchette, détente		26. Un rachat	
13. Réglementer, réguler		27. Couteux, onéreux	
14. Recharger		28. De trop, de manière excessive	
		29. Radical, de grande envergure	

II – QUESTIONS

1. Which event is mentioned to tackle the article? Why?
2. From which political party do the advocates of gun control essentially come from?

3. Give two pieces of information about the federal assault weapon ban.
4. Right or wrong. Tick the correct answer and justify by quoting the text.

→ The use of fully automatic weapons has long been monitored.

R ☐ W ☐ Line

Quote:

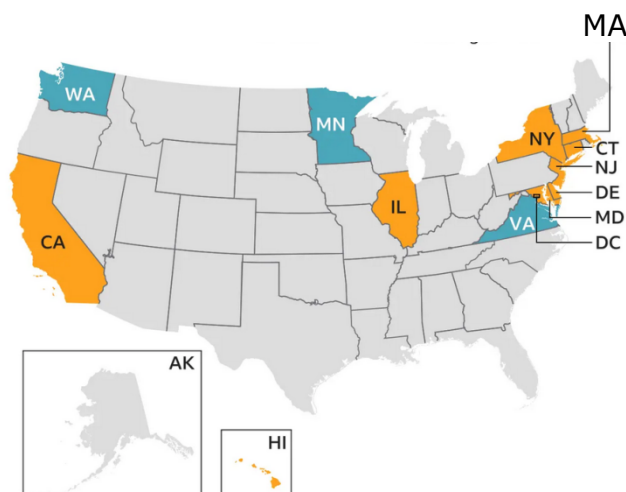
5. Which decision did Congress take at the time concerning semiautomatic weapons?
6. What was the ban supposed to enforce?
7. What was the exception made to this ban?
8. Why was it so easy to circumvent the law?
9. Which conclusion can you draw on the effect of the ban on violence?
10. Were there any attempts to renew the ban?
11. Which country successfully led a gun control policy? How did they manage? Did they get satisfying results?
12. Could this method be applied to the U.S.A.?

★★★

Map showing states with assault weapon bans - California, Connecticut, Delaware, Hawaii, Illinois, Maryland, Massachusetts, New Jersey, New York & Washington DC, and those with restrictions Minnesota, Virginia and Washington, **March 2023**.

States with assault weapons restrictions

■ Regulate but do not ban assault weapons:	■ States with assault weapons bans:
Minnesota	California
Virginia	Connecticut
Washington	Delaware
	Hawaii
	Illinois
	Maryland
	Massachusetts
	New Jersey
	New York
	Washington DC



Source: Giffords Law Center

BBC

<https://www.bbc.com/news/world-us-canada-41488081> (2023)

DOCUMENT 3

LISTENING COMPREHENSION



Video: The Right to Bear Arms³ (CBS News) (2'49'')
<https://www.youtube.com/watch?v=EcJcnf4yOd0>

I – ANTICIPATING

The **Supreme Court of the United States** is the highest judicial body in the United States and leads the federal judiciary. It consists of the Chief Justice of the United States and eight Associate Justices, who are nominated by the President and confirmed with the “advice and consent” (majority vote) of the Senate. Once appointed, justices effectively have life tenure, serving “during good Behavior”, which terminates only upon death, resignation, retirement, or conviction on impeachment.

The Court meets in Washington, D.C. in the United States Supreme Court Building. The Supreme Court is primarily an appellate court, but it has original jurisdiction over a small range of cases. The Supreme Court is sometimes referred to as the High Court or by the acronym SCOTUS.

Section 2 of Article Three of the United States Constitution outlines the jurisdiction of the federal courts of the United States:

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; to all Cases affecting Ambassadors, other public Ministers and Consuls; to all Cases of admiralty and maritime Jurisdiction; to Controversies to which the United States shall be a Party; to Controversies between two or more States; between a State and Citizens of another State; between Citizens of different States; between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

From <http://en.wikipedia.org/wiki/SupremeCourtOftheUnitedStates>

II – QUESTIONS

1. How are the judges of the Supreme Court appointed? How many are they?
2. Using the context, deduce the meaning of “life tenure”.
3. In which cases do the justices end their appointment?
4. What does SCOTUS mean?
5. Which cases does the Supreme Court usually handle?

III – WORK ON WORDS

(to) ban = (to) forbid // (to) complain = (to) express discontent, displeasure, dissatisfaction // Unloaded = no bullets in // A shotgun = a double-barreled shoulder weapon // A trigger = the thing you press to shoot // An issue = a question, a problem // A scholar = someone who, by long study, has gained mastery in one or more discipline // (to) fumble = (to) look for something awkwardly // (to) strike down = (to) make ineffective.

³ Class material resulting from a collaboration between R. Batouche & S. Marchand

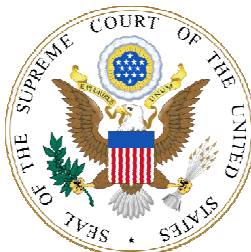
IV – UNDERSTANDING

→ While listening, take notes to answer these questions:

1. Fill in the table below:

Where does the action take place?	
Which federal institution is concerned?	
What is the topic of this piece of news?	
How many firearms are there in the US?	
What is the percentage of handguns?	
What is the decision to be made?	

2. Who brought the case? Why?
3. What's the matter with the current law in DC?
4. What is the argument used by Gillian St Lawrence to justify her Second Amendment right?
5. What is the main issue to be tackled?
6. What's the scholars' opinion?
7. How does the District of Columbia justify its gun restriction?
8. How do most justices react to gun restrictions?
9. How do Chief Justice John Roberts justify his opinion?
10. How does the court react?
11. How does Walter Dellinger, attorney for DC, answer the chief Justice's question?
12. What is the intervention of Justice Stephen Breyer about?
13. What is the journalist's conclusion on the issue?



DOCUMENT 4

READING COMPREHENSION



Decision of the Supreme Court in District of Columbia v. Heller⁴
 (Bench Opinion) OCTOBER TERM, 2007

SUPREME COURT OF THE UNITED STATES

⁴ Class material by S. Marchand

Syllabus

DISTRICT OF COLUMBIA ET AL. v. HELLER

CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR

THE DISTRICT OF COLUMBIA CIRCUIT

No. 07–290. Argued March 18, 2008—Decided June 26, 2008

District of Columbia law bans handgun possession by making it a crime to carry an unregistered firearm and prohibiting the registration of handguns; provides separately that no person may carry an unlicensed handgun, but authorizes the police chief to issue 1-year licenses; and requires residents to keep lawfully owned firearms unloaded and disassembled or bound by a trigger lock or similar device. Respondent Heller, a D. C. special policeman, applied to register a handgun he wished to keep at home, but the District refused. He filed this suit seeking, on Second Amendment grounds, to enjoin the city from enforcing the bar on handgun registration, the licensing requirement insofar as it prohibits carrying an unlicensed firearm in the home, and the trigger-lock requirement insofar as it prohibits the use of functional firearms in the home. The District Court dismissed the suit, but the D. C. Circuit reversed, holding that the Second Amendment protects an individual's right to possess firearms and that the city's total ban on handguns, as well as its requirement that firearms in the home be kept nonfunctional even when necessary for self-defense, violated that right.

Held:

1. The Second Amendment protects an individual right to possess a firearm unconnected with service in a militia, and to use that arm for traditionally lawful purposes, such as self-defense within the home. Pp. 2–53.

(a) The Amendment's prefatory clause announces a purpose but does not limit or expand the scope of the second part, the operative clause. The operative clause's text and history demonstrate that it connotes an individual right to keep and bear arms. Pp. 2–22.

(b) The prefatory clause comports with the Court's interpretation of the operative clause. The "militia" comprised all males physically capable of acting in concert for the common defense. The Antifederalists feared that the Federal Government would disarm the people in order to disable this citizens' militia, enabling a politicized standing army or a select militia to rule. The response was to deny Congress power to abridge the ancient right of individuals to keep and bear arms, so that the ideal of a citizens' militia would be preserved. Pp. 22–28.

(c) The Court's interpretation is confirmed by analogous arms-bearing rights in state constitutions that preceded and immediately followed the Second Amendment. Pp. 28–30.

(d) The Second Amendment's drafting history, while of dubious interpretive worth, reveals three state Second Amendment proposals that unequivocally referred to an individual right to bear arms. Pp. 30–32.

(e) Interpretation of the Second Amendment by scholars, courts and legislators, from immediately after its ratification through the late 19th century also supports the Court's conclusion. Pp. 32–47.

(f) None of the Court's precedents forecloses the Court's interpretation. Neither *United States v. Cruikshank*, 92 U. S. 542, 553, nor *Presser v. Illinois*, 116 U. S. 252, 264–265, refutes the individual-rights interpretation. *United States v. Miller*, 307 U. S. 174, does not limit the right to keep and bear arms to militia purposes, but rather limits the type of weapon to which the right applies to those used by the militia, i.e., those in common use for lawful purposes. Pp. 47–54.

2. Like most rights, the Second Amendment right is not unlimited. It is not a right to keep

45 and carry any weapon whatsoever in any manner whatsoever and for whatever purpose:
For example, concealed weapons prohibitions have been upheld under the Amendment or
state analogues. The Court's opinion should not be taken to cast doubt on longstanding
prohibitions on the possession of firearms by felons and the mentally ill, or laws
50 forbidding the carrying of fire- arms in sensitive places such as schools and government
buildings, or laws imposing conditions and qualifications on the commercial sale of arms.
Miller's holding that the sorts of weapons protected are those "in common use at the time"
finds support in the historical tradition of prohibiting the carrying of dangerous and
unusual weapons. Pp. 54–56.

3. The handgun ban and the trigger-lock requirement (as applied to self-defense) violate
55 the Second Amendment. The District's total ban on handgun possession in the home
amounts to a prohibition on an entire class of "arms" that Americans overwhelmingly
choose for the lawful purpose of self-defense. Under any of the standards of scrutiny the
Court has applied to enumerated constitutional rights, this prohibition—in the place
where the importance of the lawful defense of self, family, and property is most acute—
60 would fail constitutional muster. Similarly, the requirement that any lawful firearm in the
home be disassembled or bound by a trigger lock makes it impossible for citizens to use
arms for the core lawful purpose of self-defense and is hence unconstitutional. Because
Heller conceded at oral argument that the D. C. licensing law is permissible if it is not
enforced arbitrarily and capriciously, the Court assumes that a license will satisfy his
65 prayer for relief and does not address the licensing requirement. Assuming he is not
disqualified from exercising Second Amendment rights, the District must permit Heller to
register his handgun and must issue him a license to carry it in the home. Pp. 56–64.
478 F. 3d 370, affirmed.

SCALIA, J., delivered the opinion of the Court, in which ROBERTS, C. J., and KENNEDY, THOMAS, and ALITO, JJ., joined. STEVENS, J., filed a dissenting opinion, in which SOUTER, GINSBURG, and BREYER, JJ., joined. BREYER, J., filed a dissenting opinion, in which STEVENS, SOUTER, and GINSBURG, JJ., joined.

I – QUESTIONS

Part I from line 1 to 14

1. Which word refers to a headnote preceding the text of a reported case that summarizes the ruling of a court?
→
2. Which Latin word means 'to be informed of'?
→
3. Fill in the grid (in the order of the text): find the synonyms or the equivalent of the following words:

Synonym of 'defendant'		Dans la mesure où	
Porter plainte		Rejeter	
Interdire		Synonym of "Court of Appeal"	
Imposer par la loi		Annuler (une décision de justice)	
Une interdiction			

4. Recap the law enforced in the District of Columbia about guns and handguns.
5. Who brought a legal action against the District of Columbia? What do you know about this person?
6. How was the legal action treated by the DC Court and the DC Circuit?

Part II from line 15 to 39**1. Vocabulary**

Compte tenu que		L'histoire de la conception/élaboration	
Préliminaire		Douteux (se)	
L'étendue, la portée		Valeur	
Be in accordance with		To refute	
Limiter, restreindre		Plutôt	

2. Which two letters refer to a Latin expression meaning "that is to say"?

→

3. Which fundamental right is guaranteed both by the Second Amendment and the DC Circuit?**4. Which historical grounds are given to explain the legitimacy of this right?****5. Which arguments from the past are used to support the legitimacy of the Second Amendment?**

→

→

→

→

6. What is the only addition to the law in US vs Miller?**PART III from line 40 to 48****1. Vocabulary**

a. Maintenir →

b. Semer le doute →

c. De longue date →

2. What are the limits to the Second Amendment?

→

→

→

→

→

Part IV from line 49 to the end

1. Which word means 'équivaloir à, revenir à'?
2. What is the verdict rendered by the Circuit?

.....

.....

.....

3. How is it justified?

→

→

4. How many justices voted in favor of Heller?
5. How many against?
6. Conclude (refer to additional information)

<u>DOCUMENT 5</u>

READING COMPREHENSION



The National Rifle Association

**Webquest:**

https://en.wikipedia.org/wiki/National_Rifle_Association

1. When was the NRA founded?
2. Who created it?
3. What kind of association is the NRA?
4. What was the original aim of the NRA?
5. According to the NRA, how many members does the association count?
6. What are nowadays' main objectives of the NRA?
7. Who are the NRA's President and Executive Vice President today?

DOCUMENT 6

READING COMPREHENSION

WEBQUESTNYC and its Gun Laws

<http://nycitylens.com/wp-content/guns/new-york-city-and-its-gun-laws-how-strict-are-they/index.html>

- 1) Which conditions are required to buy a gun in NYC?
- 2) Explain the initial step to be allowed to purchase a gun?
- 3) Do you have to give any personal information as to a potential criminal record? Explain.
- 4) Do you have to go through this process if your job involves the use of a gun?
- 5) Which two other steps are left before being allowed to purchase a gun?
- 6) How long can it take to get a license or a permit?
- 7) How many sorts of permits/licenses can be granted in NYC? Which 'sort' is the most difficult to get? Why is that so?
- 8) Which rules makes NYC stricter about guns?



DOCUMENT 7

LISTENING COMPREHENSION



Video: SCOTUS' Surprise Ruling on Gun Restrictions in New York Explained⁵ (1'48'')

<https://www.youtube.com/watch?v=hLsnXud-MQM>

- 1) Why are gun control advocates facing a legal defeat in the State of New York?

⁵ Class material by A. Church

- 2) Explain the Supreme Court's ruling on New York State Rifle & Pistol Association, Inc. v. Bruen.
- 3) Who is the woman describing the decision as 'shocking'?
- 4) Who are the respondents in the case and why did they sue the State of New York?
- 5) What is the main issue stemming from the SCOTUS decision?
- 6) Give 2 examples highlighting the surge in gun violence plaguing the country.
- 7) What is the historical congressional action on gun safety that the journalist refers to?
- 8) What is Kamala Harris' opinion on the ruling?
- 9) Who is celebrating the decision? Why?
- 10) Does the ruling bar states from requiring concealed carry permits? Explain.



DOCUMENT 8

LISTENING COMPREHENSION



Video: Trump on Virginia Shooting⁶ (2'19")
<https://www.youtube.com/watch?v=f78Nsv-jsMs>

1. What is the nature of the problem for Donald Trump?
→
2. How does he explain this shooting happened?
3. These people should be _____ because _____.
4. What is done today and what was done in the past as far as these people are concerned?
→ Today:
→ In the past:
→ What is suggested?
5. Who should be aware of any dysfunctional behaviour first?
→
6. Which category of people believes it is the appropriate time to talk about the gun issue?
→

⁶ Class material by S. Marchand

7. What does D. Trump think about the gun issue?
8. What would have been the solution for the victims according to D. Trump?
9. What is his position about the banning of guns?
 -
 -
 -
10. Expression used to refer to criminals:
11. Would there have been a difference if the weapon had not been a gun?
 -
12. What is the key word Trump uses to justify he is a Second Amendment advocate?
 -

DOCUMENT 9 (ORAL CATCH-UP SESSION)

READING COMPREHENSION



Inside the Republican Party's New Direction on Gun Restrictions⁷

By PHILIP ELLIOTT and W.J. HENNIGAN, March 1, 2018, *time.com*

- 1 It looked like a watershed moment. In the wake of the massacre at Marjory Stoneman Douglas High School, President Trump faced the nation's governors in the grand State Dining Room of the White House on Feb. 26. Trump, the beneficiary of record-breaking campaign funding from the National Rifle Association in 2016, told the governors it was time for them to pick a
- 5 fight with the gun-rights lobby. "Half of you are so afraid of the NRA," Trump chided. "There's nothing to be afraid of."
- The President is hardly the only Republican to change his tune on guns in the wake of the Feb. 14 killing of 17 people in Parkland, Fla. Senator John Cornyn of Texas, the chamber's second-ranking Republican, is continuing his work with Democrats to strengthen background-check
- 10 rules. GOP Senator Marco Rubio of Florida, an NRA favorite, told the audience at a town hall that he would back efforts to raise the age limits for purchasing some weapons to 21 from 18. Trump has proposed to arm educators, while other Republicans are working on plans that would restrict high-capacity magazines like the ones the Parkland shooter is suspected to have used.
- 15 Could the tragedy in Parkland have finally changed the minds of the Republicans who resisted gun limits after similar horrors in Newtown, Conn., and San Bernardino, Calif., and Orlando? Pundits saw the shift as a matter of self-preservation; polls show that vast majorities of Americans are out of patience with the status quo.
- There may be another explanation for the Republicans' talk of modest new gun restrictions:

⁷ Class material resulting from a collaboration between R. Batouche & S. Marchand

20 money. Gun manufacturers are in the midst of the worst business crisis in decades, with double-digit sales drops driving some to the brink of bankruptcy. The NRA, which gets its funding not only from individual members but also major gunmakers, is in a position to help. Nothing
 25 goesos gun sales like the threat of new gun-control measures. And behind the scenes, two senior GOP officials tell TIME, the NRA has given lawmakers the green light to float new gun limits without the threat of retribution. The logic: introducing those policies will be good for business.

It may seem a paradox that gun manufacturers have suffered during the Trump era. Firearms sales are down across the industry. Indeed, the combined revenues of some firearm manufacturing companies fell 13% in fiscal 2017. FBI background checks, the metric used as a proxy to
 30 track sales, fell 8.4% last year from a record-breaking 2016, and some of the world's largest gunmakers have cut back on production and slashed payrolls as a result. The slide has shown no sign of stopping: two days before the Parkland shooting, Remington declared it would file for Chapter 11 bankruptcy protection after its 2017 sales took a 30% nosedive.

The explanation is simple. In the gun industry, fear is good for the bottom line. Under Barack
 35 Obama, gun owners rushed to buy firepower they feared was going to be outlawed. As Trump took office, the U.S. gun market was approaching saturation. "Gun owners have what they need," says Robert Evans of Pennington Capital, a Minneapolis investment firm. "The stockpiling mentality is over and likely won't change unless you see a new Administration or a change in the makeup of Congress."

40 It's therefore not a little ironic that the NRA spent \$54 million helping to elect Trump and other gun-friendly Republicans. Had Hillary Clinton won the White House, gun sales would be soaring to new heights, industry analysts say. Manufacturers cranked out more firearms than ever in 2016. It was a record year by far, says Lawrence Keane of the National Shooting Sports Foundation, a firearms industry trade association. "Everybody understood that that level of
 45 sales wasn't sustainable." From the perspective of gunmakers, something has to be done. Floating new restrictions on gun rights could be the jolt the industry needs to bounce back from its Trump slump, political and industry insiders say.

The Obama years offer a clear window into this phenomenon. Based on FBI background-check figures, gun sales jumped 42% after Obama won the 2008 election. After the December 2012
 50 shootings in Newtown, background checks rose 49% from the year before. Following the December 2015 shootings in San Bernardino, checks spiked 44%. And when a gunman opened fire at an LGBT nightclub in Orlando in June 2016, background checks leaped 39%.

That isn't happening in the Trump presidency. "There is no fear-based buying right now," said James Debney, American Outdoor's chief executive officer. In October, the month a shooter
 55 killed 58 and injured 851 at a Las Vegas concert—the deadliest mass shooting in modern U.S. history—background checks were down 13% from the previous year.

The NRA and its allies have been adapting to this new economic landscape. After Las Vegas, the NRA signaled that it would not hold against lawmakers any efforts to regulate bump
 60 stocks, devices that modify semiautomatic weapons to fire more quickly. Gun enthusiasts rushed to the store to stockpile them. Yet there was no real progress on gun control in Congress in the 136 days between the Las Vegas and Parkland shootings.

The NRA is taking a similar approach after Parkland. Talking about modest gun limits is fine — good for business, actually. One measure in particular could boost the gun-makers' bottom line. The plan Trump backed to arm some teachers would create hundreds of thousands of
 65 new orders. It was lost on no one that the NRA runs one of the largest gun-safety programs in the country and would be an easy and well-paid partner for superintendents looking to arm math teachers. But in the end, leaders in the Senate and the House are unlikely to go much further than strengthening background checks. The House last year passed a background-check bill with a key caveat: individuals with conceal-carry permits would have their certification
 70 recognized across state lines, which would be yet another boost for the industry. Democrats in the Senate may have to swallow the conceal-carry reciprocity provision as well.

75 What works for the NRA and the gun makers also works for the GOP. The party needs money and enthusiasm in a difficult midterm election cycle. Republican strategists cast the gun debate as a way to box in Senate Democrats running for re-election in the red states Trump carried by double digits in 2016.

Trump got the message. In his meeting with governors at the White House, the President outlined several ideas to curb gun violence, though he stated that he remained “a bigger fan of the NRA.

I – VOCABULARY

1 – Charnière, décisif		18 – Fondé de pouvoir	
2 – À la suite de		19 – Réduire considérablement	
3 – Financement		20 – Ensemble du personnel	
4 – Réprimander		21 – Chute	
5 – Renforcer		22 – Dégringolade	
6 – Vérification des antécédents		23 – Interdire	
7 – Soutenir		24 – Monter en flèche	
8 – Expert, spécialiste		25 – Produire en grandes quantités	
9 – Les sondages		26 – Viable	
10 – Au milieu de		27 – Une secousse	
11 – À 2 chiffres		28 – Se remettre en selle	
12 – Chute, baisse		29 – Une chute	
13 – Au bord de la faillite		30 – Tenir rigueur	
14 – Relancer		31 – Avertissement, mise en garde	
15 – Proposer, soumettre		32 – Approvisionnement réciproque	
16 – Représailles			
17 – (ici) La méthode			

II – CONTEXT: MENTIONED MASS SHOOTINGS

- **Sandy Hook Elementary School**, Newtown, Connecticut, December 14th, 2012. Perpetrator: Adam Lanza. Casualties: 20 children (6 and 7 years old) + 6 staff members dead.
- **San Bernardino**, California, December 2nd, 2015. Terrorist attack. Casualties: 14 dead + 22 injured.
- **Orlando**, Florida, June 12th, 2016. Perpetrator: Omar Mateen. Casualties: 49 dead, 53 wounded.
- **Las Vegas Concert**, Nevada, October 17th, 2017. Perpetrator: Stephen Paddock (64 years old). Casualties: 58 dead, 851 injured.
→ deadliest mass shooting in U.S. history. Paddock fired more than 1,100 rounds from his hotel bedroom on a crowd of concertgoers. He used bump stock, a device to help fire shots in rapid succession (like an automatic weapon).
Bump stock were banned by the U.S. Justice Department in December 2018, to be effective in March 2019.
- **Marjory Stoneman Douglas High School**, Parkland, Florida, in February 14th, 2018. Perpetrator: Nikolas Cruz. Casualties: 14 killed, 17 injured.

III - QUESTIONS

From line 1 to 21

- 1) What is the Republican party's new direction as far as President Trump is concerned?

.....

.....

.....

.....

- 2) What is paradoxical about this statement?

.....

.....

- 3) Right or wrong. Tick the correct answer and justify with a quote from the text.
President Trump is the only Republican to hold this position.

Right Wrong Line:

.....

.....

- 4) Which measures have been taken?

—

—

—

—

- 5) Why such a reaction from the GOP?

.....

.....

.....

- 6) Why is MONEY a determining factor in this new political attitude?

Gun manufacturers:

→

→

The NRA, to deal with the situation:

→

→

Final purpose:

From line 22 to 53

→ Fill in the grid to get a clear comparison between Trump's and Obama's presidencies.

<i>Trump's presidency</i>	<i>Obama's presidency</i>
Possible catch phrase:	Possible catch phrase:
<p><u>Gun manufacturers' revenues in 2017 =</u></p> <p><u>Background checks</u> = than 2016, which was already a year.</p> <p><u>Resulted in:</u></p> <ul style="list-style-type: none"> - - <p><u>Remington's case:</u></p> <p>→</p>	<p><u>Right or wrong. Tick the correct answer and justify with a quote from the text.</u></p> <p>1. After his election, the Americans rushed to gun stores as they feared many weapons would be prohibited. Right Wrong <u>Line:</u></p> <p>.....</p>

When Trump was elected, people had all the they; there was no fear their right might be

Only way to convince the Americans to rush back to gun stores:

-
-

So, NRA's \$ funding for the Republicans is qualified as

2. If Hillary Clinton had been elected President, the gun sales would have soared.

Right Wrong Line:

.....

3. As a result, gun production in 2016 did not reach any record.

Right Wrong Line:

.....

FBI background check figures:

- Obama elected in, gun sales =
- After shooting, background checks = than 2011; after, background checks =; after, background checks =

When the deadliest mass shooting happened, background checks were than in

NRA's reaction:

→

People's reaction:

→

Congress achievement:

→

From line 53 to the end

1) What would Trump's plan to arm educators involve?

.....
.....
.....
.....

2) What will the congressmen/women's action consist in?

→

3) Recap the major blow of one of the background-check bills for the Democrats.

→.....

4) Why is it an excellent strategy for the GOP?

-
-

DOCUMENT 10

ORAL EXPRESSION



Brady Campaign⁸ - www.bradycampaign.org

IN ONE YEAR, GUNS MURDERED

17 PEOPLE IN FINLAND
 35 IN AUSTRALIA
 39 IN ENGLAND AND WALES
 60 IN SPAIN
 194 IN GERMANY
 200 IN CANADA

AND 9,484 IN THE UNITED STATES

GOD BLESS AMERICA.



Want to make a difference? Join www.bradycampaign.org

Description and analysis from top to bottom:

Description	Analysis
<u>First sentence:</u> 	

⁸ Class material resulting from a collaboration between R. Batouche & S. Marchand

<u>The list:</u>	
<u>"GOD BLESS AMERICA":</u>	
<u>The weapon:</u>	
<u>Brady Campaign logo:</u>	

→ What is your own feeling about this document? Do you find it effective? Why? Why not?

.....

.....

.....

.....

.....

.....

.....

DOCUMENT 11

LISTENING COMPREHENSION



Video: Guns with History⁹ (3'27")

<https://www.youtube.com/watch?v=1nAfWfF4TjM&feature=youtu.be>

- 1) How is owning a gun perceived by many Americans?
- 2) What is the actual truth about the risk of owning a gun?
- 3) Who does the documentary target?
- 4) Which strategy is used to bring awareness to the targeted people?
- 5) Which suggested reason to buy a gun does the salesman give to one of the first clients?
- 6) What is the actual reason given by the clients?
- 7) Recap the history of the first-shown weapon.
- 8) Watch how all the weapons are presented to the potential clients:
 - a. Which adjectives/expressions are first used to introduce the model?
 - b. Is there any connection made between the size of the weapons and their deadly outcome?
 - c. Which emphasis does the salesman put on the very notion of "protection"?

⁹ Class material by S. Marchand

- d. How would you describe the potential buyers’ reactions to the history of the guns?
- 9) Which tragical event does the close-up on the last label refer to?
- 10) Have these people changed their minds? Give detail about their answers.
- 11) Write down the catch phrase.
- 12) Does it mean that people would move for the abolition of the 2nd amendment?



DOCUMENT 12

LISTENING COMPREHENSION



Police ID girl, 15, as alleged Wisconsin school shooter who killed student and teacher, injured 6 (2:19)
abc11, December 17, 2024
<https://www.youtube.com/watch?v=bHn-PtS7BUI>

Questions:

- 1. How many people were killed or injured in the Wisconsin shooting ?
- 2. The alleged school shooter was killed by the police: ☐ Right ☐ Wrong
- 3. Who was the first to call 911 ?
- 4. What did the police discover when they entered the school ?
- 5. Has the shooter been identified ?
- 6. Rephrase the feeling of one of the parents interviewed.
- 7. What is the investigators' mission at the moment?
- 8. How does the Wisconsin shooting rank according to Gun Violence Archive ?
- 9. What do we learn about the suspect’s parents ?

.....

.....

.....

.....

.....

DOCUMENT 13

FACTS – HOW MANY US MASS SHOOTINGS HAVE THERE BEEN IN 2024 ? (data up to Dec.15th 2024)

Gun violence is a fixture in American life - but the issue is a highly political one, pitting gun control advocates against people who are fiercely protective of their right to bear arms.

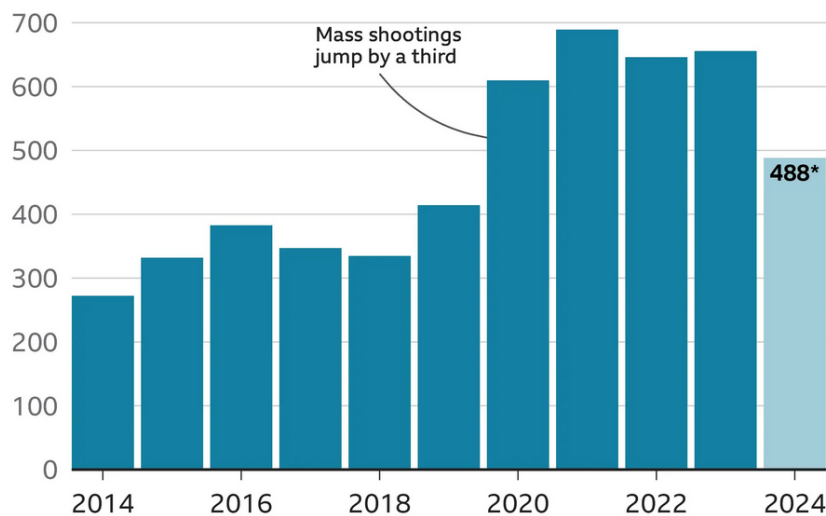
BBC looked into some of the numbers behind firearms in the US: Mass shootings are on the rise in the US.

There have been more than 488 mass shootings across the US so far in 2024, [according to the Gun Violence Archive](#), which defines a mass shooting as an incident in which four or more people are injured or killed. Their figures include shootings that happen in homes and in public places.

For each of the last four years there have been more than 600 mass shootings - almost two a day on average.

Mass shootings in the US

Incidents in which four or more people were killed or injured



Source: Gun Violence Archive (*data up to 15 December)

BBC

<https://www.bbc.com/news/world-us-canada-41488081>

ORAL PRESENTATION

A COUPLE OF ONLINE NEWSPAPERS AND MEDIA

International

<http://www.iht.com> (in English)

USA

<http://online.wsj.com/public/us> (Wall Street Journal, videos)

<http://www.usatoday.com>

<http://www.nytimes.com/pages/business/index.html>

<http://www.clickmt.com/public> (Management Today)

<http://www.businessweek.com>

<http://www.cnn.com/business/money> (with some free videos)

<http://www.cnbc.com/> (videos)

<http://www.cbsnews.com/>

<http://abcnews.go.com> (videos)

<http://moneycentral.msn.com/investor/home.asp> (videos)

<http://www.foxnews.com/business>

UK

<http://www.thebigproject.co.uk/news> (A list of 'all' English language newspapers online)

<http://www.FT.com> (some free access)

<http://www.bbc.co.uk>

<http://www.timesonline.co.uk>

<http://www.telegraph.co.uk>

<http://www.guardian.co.uk>

<http://www.economist.com> (some free access)

<http://www.sky.com/skynews/business>
<http://www.itn.co.uk/news/business.html>

VOCABULARY

GUN CONTROL¹⁰



MOT FRANÇAIS / ENGLISH WORD	
Les armes à feu/ firearms	Le droit de porter une arme/ the right to carry arms
Une arme à feu/ a gun	Les défenseurs du droit de porter des arme/ gun-rights activists
Une arme de poing/ a handgun	Un fabricant d'armes/ a gun maker, a gun manufacturer
Un revolver/ a revolver	La réglementation du port d'armes/ gun control
Un pistolet/ a pistol	Avoir accès aux armes à feu/ to have access to guns
Un fusil de chasse/ a shotgun	Limiter l'accès aux armes/ to restrict access to guns
Un fusil semi-automatique/ a semi-automatic rifle	Un contrôle des antécédents/ a background check
Un fusil d'assaut/ an assault rifle, an assault weapon	Déclarer une arme/ to register a gun
Des munitions/ ammunition, munitions	Un casier judiciaire/ a criminal record
Une balle/ a bullet	Interdire les armes à feu/ to outlaw, to ban guns
Une cartouche/ a cartridge	Tirer/ to shoot
Un étui/ a holster	Tirer sur qn/ to shoot at sb
Propriétaire d'armes à feu/ a gun-owner	Abattre qn/ to shoot sb dead
Un passionné d'armes à feu/ a gun enthusiast	Le meurtre d'un policier/ the shooting of a policeman
Un champ de tir/ a rifle range, a shooting range	Une fusillade/ a shoot-out
Porter une arme/ to bear, to carry, to wear a gun	Tirer un coup sur qn/ to fire a shot at sb
Les ventes d'armes à feu/ gun sales	Coups de feu, fusillade/ gunfire, gunfight
Un permis de port d'arme/ a gun permit, a gun licence	Se suicider/ to commit suicide, to kill oneself
Se faire justice/ to take the law into one's own hands	Se supprimer, se donner la mort/ to take one's life
La légitime défense/ self-defense	Il a retourné l'arme contre lui-même/ he turned the gun on himself
Agir en état de légitime défense/ to act in self-defense	Le nombre de victimes/ the death toll
Un membre d'au groupe d'autodéfense/ a vigilante	Tuer qn sauvagement/ to slaughter sb
Un problème sensible, qui suscite de vives réactions/ a hot-button issue	Un massacre/ a slaughter, a massacre
Le lobby des armes à feu/ the gun lobby	Un carnage/ carnage
	Une effusion de sang, un massacre/ a bloodshed

¹⁰ <http://anglajscpge.free.fr/fiches-voc/guns.pdf>

LINKING WORDS¹¹

POUR COMMENCER

First, firstly, first of all, in the first place, first and foremost, to begin / start with
My first impression is...

POUR DEVELOPPER UN SUJET

Secondly, thirdly, then, next
at first sight (*à première vue*)
as a matter of fact, in fact (*en fait*)
at all events, in any case (*en fait*)
on second thoughts (*à la réflexion*)
actually (*effectivement, vraiment / en fait*)
anyway (*de toutes façons*)
in most cases (*dans la plupart des cas*)
in this respect (*à cet égard*)
to some extent (*dans une certaine mesure*)
as far as ... is concerned (*en ce qui concerne*)
from a (*adjectif*) point of view (*d'un point de vue + adj.*)

POUR EXPRIMER LE BUT

To, in order to, so as to + BV
For + nom/ pronom + TO + BV

POUR EXPRIMER LA CONDITION

if (*si*)
in case (*au cas où*)
suppose/ supposing (*à supposer que*)
provided/providing (*pourvu que*)
on condition that (*à condition que*)
so long as / as long as (*à condition que*)

POUR EXPRIMER L'OPPOSITION

whereas / while (*tandis que*)
unlike (*à la différence de*)
contrary to (*contrairement*)
as against (*en opposition à*)
on the one hand..., on the other hand... (*d'une part..., d'autre part*)
conversely (*inversement*)
on the contrary (*au contraire*)
in contrast to (*en contraste avec*)
or else (*ou alors*)
otherwise (*autrement*)

POUR EXPRIMER LA RESTRICTION

although / though (*bien que*)
as though / as if (*comme si*)
even though / even if (*même si*)
no matter what (*peu importe ce que*)
whatever (*quel que soit*)
no matter how (*peu importe comment*)
however + adj. (*si + adj. soit-il / elle*)
unless (*à moins que*)
whether ... or ... (*que ... ou que...*)
yet / still (*pourtant*)
however (*cependant*)
nevertheless, nonetheless (*néanmoins*)
for all..., despite ... (*malgré...*)
in spite of (*en dépit de*)
for all I know

POUR DONNER DES EXEMPLES

for instance, for example, such as, like
namely (*c'est-à-dire*)
above all (*surtout*)

POUR EXPRIMER LA CAUSE

as (*étant donné que*)
because (*parce que*)
for (*car*)
since (*puisque*)
This is the reason why (*C'est la raison pour laquelle*)
because of (*à cause de*)
owing to (*en raison de*)
thanks to (*grâce à*)
due to (*du fait de*)
out of + nom (*par + nom*) Ex.: out of pity
on account of (*étant donné*)

POUR EXPRIMER LA CONSEQUENCE

so that (*de telle sorte que*)
so...that (*si...que*)
so much so that (*à tel point que*)
that's why (*c'est pourquoi*)
as a result of (*en conséquence de*)
therefore (*c'est pourquoi*)
accordingly (*en conséquence*)
consequently (*par conséquent*)
so, thus (*ainsi*)
hence (*d'où*)

POUR EXPRIMER LE TEMPS

eventually (*finalement*)
till / until (*jusqu'à ce que*)
while (*pendant que*)
as long as (*tant que*)
whenever (*chaque fois que*)
since (*depuis que*)
once (*une fois que*)
meanwhile (*pendant ce temps là*)
in the meantime (*entre temps*)
at times (*parfois*)

POUR AJOUTER UN ELEMENT

in addition to (*outre*)
besides (*d'ailleurs*)
furthermore (*en outre*)
moreover, what is more, on top of that (*de plus*)
as well, also, too (*aussi*)
similarly (*de même*)

POUR CONCLURE

To conclude, in conclusion, as a conclusion, in brief, in short, to put it in a nutshell, at last, finally, last but not least

¹¹ <http://anglaiscpge.free.fr/methode/2018---linkwords.pdf>

GRAMMAR

INFLUENCING OTHERS: CAUSATIVE CLAUSES

LESSON

Elles permettent de traduire « faire faire », c'est à dire qu'un sujet (S1) déclenche, provoque une action exécutée par un 2^{ème} sujet (S2).

Ex: *Daniel made his partners sign a new contract.*

Daniel had his partners sign a new contract.

Ces structures permettent aussi de traduire « laisser faire », c'est à dire qu'un sujet donne l'autorisation à autrui de faire quelque chose.

Ex: *I let him go.*

Dans ces structures, lorsque S2 est pronom, il est à la forme complément : me, him, her ...

I – MAKE

- **S1 + MAKE + S2 + V**

MAKE exprime une relation de cause à effet et lorsque le sujet 1 est humain, MAKE exprime une forte pression, une contrainte morale ou même physique. Il y a quelqu'un ou quelque chose qui « déclenche » l'action et quelqu'un d'autre qui l'exécute.

Ex: *The film made me cry.*

The officer made them stand up. (The officer → déclencheur; them → sujet qui exécute l'action)

NB: A la forme passive, TO apparaît:

Ex: *They were made TO stand up (by the officer).*

- **S1 + MAKE ONESELF + V-EN (= participe passé)**

Il s'agit de la structure pour traduire « se faire comprendre / entendre / obéir ... »

Ex: *He never really learned to speak Japanese, but he made himself understood.*

- **S1 + MAKE + S2 + Adjective**

Ex: *You made me nervous.*

He made us aware of the problem.

Their money made it possible to build a new museum.

II – HAVE

HAVE est plus neutre que MAKE et n'exprime pas la pression ou la contrainte.

- **S1 + HAVE + S2 + V**

« Faire faire » quelque chose à quelqu'un, sur le même modèle que MAKE, la pression en moins.

Ex: *She had us sleep in a lovely room.*

I had Paul do the work for me.

- **S1 + HAVE + COD + V-EN (participe passé)**

On traduit « faire faire quelque chose » : on centre la phrase sur le COD qui est un GN qui subit l'action. On ne précise pas nécessairement qui est le S2, mais si on le précise, il sera introduit par "by".

Ex: *I had my car repaired by the mechanic).*

I had my hair cut (by the hairdresser).

He had his wife sent to jail (by the police, the judge, ...)

Remarques :

Il existe une autre structure identique à celle-ci en apparence mais au sens très différent :

Ex: *I had my flat burgled.* (= On a cambriolé mon appartement / je me suis fait cambrioler mon appartement)
I had my car stolen.

→ Ici, nous n'avons pas une structure causative car S1 n'a pas provoqué l'action, il n'est pas « déclencheur ». Dans cette structure, quelqu'un fait exécuter un acte (on connaît donc le déclencheur – celui qui fait faire l'action), on sait que l'action a été réalisée (d'où l'emploi du participe passé), mais on ne sait pas qui a exécuté l'action. Le participe passé prend un sens passif.

III – LES AUTRES VERBES

Ex: *I forced him to quit* (= forte contrainte)

They got him to admit the truth. (= Idée d'effort = amener quelqu'un à faire quelque chose)

The flood caused them to go. (= Neutre, notamment si le S1 est non humain)

EXERCISES**I - Exercise 1: Have / Get Something Done¹²**

Change these examples into the structure 'have + object + past participle' or 'get + object + past participle'. For example: *I cleaned my kitchen* (have) → *I had my kitchen cleaned.*

1. *I washed my car.* (have)

2. *I cut my hair.* (get)

3. *I typed the documents.* (have)

4. *I fixed my washing machine.* (get)

5. *I cut my grass.* (have)

6. *I painted my bedroom.* (get)

7. *I repaired my fridge.* (have)

8. *I tidied my garden.* (get)

9. *I edited the article.* (have)

10. *I cleaned the carpets.* (get)

11. *I printed the photo.* (have)

12. *I checked my teeth.* (get)

¹² <https://www.perfect-english-grammar.com/causatives-exercise-1.html>

13. I cleaned the windows. (have)

14. I made the necklace. (get)

15. I delivered the furniture. (have)

16. I repaired the roof. (get)

17. I wrote the report. (have)

18. I dyed my hair. (get)

19. I sent the money. (have)

20. I built the shed. (get)

The same type of exercises can be found on: <https://www.perfect-english-grammar.com/causative-exercise-2.html>

II – Exercise 2: MCQ¹³

1. She _____ that he wouldn't tell anyone.

- ☐ made him promise
- ☐ made him promised
- ☐ promised to make

2. Does your tooth still hurt? Yes, I have to get a dentist _____ soon.

- ☐ look at it
- ☐ to look at it
- ☐ to get it looked at

3. I _____ a couple of days ago.

- ☐ had my bike to be fixed
- ☐ had my bike fix
- ☐ had my bike fixed

4. I will not _____ with this!

- ☐ allow you get away
- ☐ let you get away
- ☐ to let you get away

¹³ <https://www.learnenglishfeelgood.com/causative-form-esl3.html>

5. Don't _____ these things about you!

- let him say
- let him to say
- let him said

6. The movie _____ sad.

- made to feel
- made him feel
- made him to feel

7. I _____ from my other address.

- get my mail forward
- get my mail to forward
- get my mail forwarded

8. Have your assistant _____ these letters immediately!

- to send
- send
- to be sent

9. He _____ yesterday.

- had his hair cut
- had his hair to be cut
- had hair to be cut

10. The professor _____ early.

- to let the students leave
- let the student leave
- let the student to leave

III – Exercise 3: Put the verbs in the appropriate form.

The police made the suspect (to lie down) _____ and arrested him. There was no evidence against him so the judge had him (to interrogate) _____ for two hours. Eventually, the policemen made him (to confess) _____. They found out that he had (to kill his wife) _____ two months before. The judge had him (to send) _____ to jail immediately.

IV – TRANSLATE

- 1- La police va lui faire avouer le meurtre.
- 2- Le juge l'a fait envoyer en prison.
- 3- Ils m'ont fait payer la note. (= the bill).

- 4- J'ai fait changer les rideaux. (= the curtains)
- 5- Quand as-tu fait changer la serrure ? (= the lock)
- 6- Ils lui ont fait comprendre qu'il était trop tard pour sortir.
- 7- Elle s'est fait teindre les cheveux. (= to dye)
- 8- Je me suis fait voler mes bagages.
- 9- Il nous fait rire.
- 10- J'ai fait repeindre la porte.
- 11- J'ai finalement amené mon père à/persuader mon père de me prêter (= to lend) sa voiture.
- 12- Les deux hommes l'ont obligé à leur donner son portefeuille (= a wallet) et ses cartes de crédit.
- 13- Je n'arrive pas à faire marcher (= to work) mon ordinateur.
- 14- Un commerçant qui s'était fait cambrioler (= to burgle) deux fois a fait installer une alarme (= to set up an alarm) dans son magasin.

CLAUSES OF MEANS

LESSON

1 – Le moyen peut s'exprimer avec "by + gérondif"

Ex: How did he earn his living? – He gave piano lessons.

→ He earned his living **by giving** piano lessons.

'By' s'emploie aussi pour le moyen de transport (by bus, by plane, ...) et dans les expressions 'by means of' (= au moyen de) et 'by dint of' (= à force de) (langue soignée).

By means of / By dint of + GN

By + V-ing

Ex: They climbed on the roof by means of a ladder.

By dint of hard work, he finally succeeded.

2 – Une structure résultative permet d'exprimer le rapport entre un moyen et un résultat. C'est le verbe qui indique le moyen.

Ex: He **flew** around the world → Il fit le tour du monde en avion.

I **groped** my way towards the door → J'avancais à tâtons vers la porte.

They **kicked** the dog out → Ils chassèrent le chien à coups de pieds.

EXERCISES

Exercise: Transform according to the following pattern:

Ex: How did he pay his studies? He worked part-time at night. → He paid his studies by working part-time at night.

- 1) How did she improve her pronunciation? She listened to the BBC.
- 2) How did he make them work harder? He encouraged them.
- 3) How did they win the elections? They cheated.
- 4) How did she make the dressing taste better? She added a little garlic.
- 5) How did he become such a good pianist? He practiced every day.
- 6) How did they survive? They ate grass and roots.
- 7) How did he manage to buy the house? He saved a little money every month for 10 years.

- 8) How did she win their confidence? She told them the truth.
- 9) How did he save his life? He promised to keep his mouth shut.
- 10) How did she lose weight? She followed a strict diet.

PURPOSE CLAUSES

LESSON

1 – Un infinitif complet peut exprimer le but :

She went to Cambridge to learn English

→ Une question qui appelle une réponse à l'infinitif exprimant le but peut être construite avec 'what ... for?'

Ex: What did she go to Cambridge for?

2 – Pour insister plus lourdement sur l'idée de but, on peut employer les expressions 'in order to', 'so as to', 'on purpose to'.

We will start earlier so as to get there before it is too hot.

He said it on purpose to annoy me.

Attention!! Pour exprimer un but négatif, « pour ne pas », on place toujours la négation avant la préposition 'to': 'not to', 'in order not to', 'so as not to', 'on purpose not to'.

We talked as silently as possible so as not to wake them up.

3 – Les propositions infinitives introduites par "for" = pour que + complément + fasse quelque chose.

The policeman blew his whistle for his colleagues to know where he was.

→ The policeman remained silent for his colleagues not to know ...

4 – 'so that' et 'in order that' (pour que, afin que) sont suivis de 'may/might' ou 'can/could' exprimant la possibilité ou de 'should' exprimant la contrainte, l'empêchement.

I've brought you this book so that you may read.

They've locked him up in order that he shouldn't escape

5 – For + V-ING : permet de décrire comment/dans quel but quelque chose est utilisé.

This button is for starting the engine.

EXERCISES

I – Ask the question related to purpose following the pattern.

She went to Cambridge to learn English. → What did she go to Cambridge for?

- 1) They went to town to do some shopping.
- 2) They stopped in the village to have lunch.
- 3) I made that remark to see his reaction.
- 4) They immigrated to America to live in a free country.
- 5) I got up at 5 to listen to Trump's speech broadcast on the radio.

II - Fill in the blanks with 'so as to', 'so as not to' or 'so that'¹⁴:

- 1- People on bicycles should wear orange coats drivers can see them in the dark.
- 2- The test questions are kept secret prevent cheating.
- 3- We ran to the station miss the train.
- 4- He hid behind the door his father couldn't see him.
- 5- Paul often goes to bed early get plenty of sleep.
- 6- She worked hard fail her exams again.
- 7- I phoned her see if she was fine.
- 8- She came home early have problems with her parents.
- 9- Her husband gave her money she would buy a pair of shoes.
- 10- He takes an hour's walk every morning keep slim.

III - Join these pairs of sentences using the words in brackets:

- 1- She changed the subject. She didn't want us to know about her problem. (so that)
- 2- John phoned Sarah. He wanted her to come to his birthday party. (so that)
- 3- James works overtime. He wants to improve his professional situation. (so as to)
- 4- Betty took a taxi yesterday. She didn't want to be late. (so as not to)
- 5- The teacher worked on his lesson plans. He wanted to be ready (in order to)

IV - Match the beginnings of the sentences to the correct endings.¹⁵

1.	I bought a lovely dress ...	a.	... for marking important parts of documents.
2.	A small notebook is useful ...	b.	... so that I could be first in the queue when the shop opened.
3.	David worked very hard ...	c.	... for painting the best picture.
4.	Highlighter pens are great ...	d.	... for writing down new vocabulary.
5.	I gave my teacher a big bunch of flowers ...	e.	... so that we'll have enough for the weekend.
6.	I got up early ...	f.	... to wear to the party.
7.	My son won a prize at school ...	g.	... to pass the final exam.
8.	I ordered an extra loaf of bread ...	h.	... to say 'thank you'.

Read the sentence and choose the one option which best fits the space.

1. I took some tablets ... rid of my headache
 - ☐ to get
 - ☐ to getting
 - ☐ for get
2. Paul quit his job ... more time with his family
 - ☐ for to spend
 - ☐ so to spend
 - ☐ so that he could spend
3. This liquid is good ... stains out of cotton clothes
 - ☐ for getting

¹⁴ <https://en.islcollective.com/english-esl-worksheets/grammar/clauses-purpose/expressing-purpose/28780>

¹⁵ http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc_37_to_for_sothat_quizzes.pdf

- for get
 - for to get
4. When you visit the waterfall, it's a good idea to take a plastic coat ... you dry
- to keep
 - to keeping
 - keep
5. I got up really early ... I wouldn't miss my flight
- to
 - for
 - so that
6. I drink chamomile tea before I go to bed ... to sleep
- for go
 - to help me go
 - so that go

→ Translate

- 1) Elle a pris un taxi pour ne pas être en retard.
- 2) Il a insisté pour qu'elle comprenne les réformes sociales qu'il voulait entreprendre (undertake).
- 3) Il n'a pas avoué son erreur pour ne pas avoir à s'excuser.
- 4) Elle a préféré ne rien dire pour ne pas lui raconter de mensonges.
- 5) Je n'ai pas fait de remarque pour ne pas heurter sa fierté.

CAUSE/REASON AND RESULT CLAUSES

CLAUSES AND PHRASES OF REASON

- **When you want to explain why something happens, you can use a clause of reason introduced by a conjunction (because, as and since) or a phrase introduced by because of.**

Daniel joined the English Drama Club because / as/ since he wanted to improve his intonation.

As / Since/ Because Daniel wanted to improve his intonation, he joined the English Drama club.

Because of the rain, we couldn't go out

AS/since/for + clause

Because of + nominal group

- **Use a comma when the clause or phrase of reason is at the beginning of the sentence.**

Since I cleaned my bedroom yesterday, I don't need to clean it today.

RESULT CLAUSES

- **When you want to indicate the result of an action or situation, you can use a clause of result. Clauses of result are introduced by 'so', 'and so', 'as a result', 'consequently', 'for this / that reason', 'thus', 'therefore'.**

I had to work, so I couldn't go fishing last Saturday.

- 'So' and 'and so' usually link ideas in a single sentence and are the most common connectors. The other connectors usually connect ideas in two separate sentences.

Paul had a fever; consequently, he stayed at home.

He travelled as quickly as possible. Thus, he reached Chicago the next day.

- Reason/cause can also be expressed with

Rosa Parks was arrested for disobeying the law.

EXERCISES

I – Transform the sentences following the pattern:

He was punished because he had lied to his father. → He was punished for lying to his father (or: for having lied to his father).

1) She thanked the doctor because he had come quickly.

2) He felt guilty because he had not told us the truth.

3) He apologized because he had not answered my letter.

4) I will never forgive myself because I forgot her birthday.

5) They blamed him because he was so selfish.

6) The boy was caned because he had bullied a child.

7) They arrested him because he had spoken against the government.

8) They praised him because he had behaved so bravely.

9) I thanked them because they did not ask me any questions.

10) We apologized because we were late.

II – Choose a suitable connector for each sentence¹⁶.

Because of – so – because – since – as

1. _____ it was dark and rainy, I couldn't see the road signs well.

2. The kitchen was flooded, _____ we had to go to a restaurant.

3. I can't lend you any money _____ I don't have any.

4. _____ severe weather, the flight was delayed.

5. _____ we don't have to study today, let's go to a picnic.

III – Rewrite the sentences using the connector given in brackets.

¹⁶ <http://www.edu.xunta.gal/centros/iesmontemoas/system/files/clauses-of-reason-clauses-of-result%20%282%29.pdf>

1. Paul was an hour late. He missed the train. (because)

2. I borrowed your lawn mower. You weren't using it. (as)

3. We had no electricity during the storm. We had to use candles. (so)

4. He needed a good mark. He studied hard for the test. (Since)

5. It's raining. We have decided to stay at home. (As)

6. Tom won't be able to go with us to the theatre. He has to work. (because)

7. The windows were all open. A lot of mosquitoes came into the room. (Consequently)

8. We knew what to expect. We were not surprised at what happened. (Therefore)

9. Would you consider it? He asked nicely. (since)

10. Mary Joined the school theatre. She wanted to increase her circle of friends. (as)

11. I don't know the way. I'll take a taxi. (so)

12. I've forgotten my password. I can't read my email. (so)

13. I got home late. There was a flight delay. (because of)

IV – Rewrite the sentences, using a suitable connector.

1. Sue didn't put on her sweater after the race. She got a cold.

2. I turned the heating on. It was very cold.

3. The lamp didn't work. I took it back to the shop.

4. He doesn't drive. Dave always travels by train.

5. You are going by the store on the way home from work. Would you mind picking up some trash bags?

III – TUTTI FRUTTI

- 1) Il lui a fait comprendre que la présidence Trump pouvait être très dangereuse. Ses explications ont rendu la situation claire comme de l'eau de roche.

- 2) Le gérant du magasin l'a poussé à démissionner pour avoir vendu une arme illégalement.

- 3) Pour qu'elle comprenne le fonctionnement de son arme, elle a dû s'entraîner un bout de temps.

- 4) Il s'est fait livrer des munitions au stand de tir afin de ne pas perdre de temps.

- 5) En 2016, beaucoup de bénévoles ont fait campagne pour que Bernie Sanders soit élu.

- 6) Il s'est enregistré sur la liste électorale en renouvelant son permis de conduire.
-
- 7) Pour ne pas commettre d'erreurs, il a fait écrire son discours par son conseiller en communication.
-
- 8) Pour que les Américains se sentent en sécurité, la NRA multiplie les discours sur le droit fondamental de chaque citoyen à posséder une arme.
-
- 9) Certains Républicains ont amené leurs électeurs à croire que la moindre réforme concernant les armes était une atteinte à leurs droits individuels.
-
- 10) Trump a essayé d'améliorer sa réputation en utilisant Twitter. Peu importe les essais, l'échec est cuisant.
-
- 11) Pour que les choses soient claires ... il y a des chances que Trump soit réélu. /// il y a peu de chance que Trump se fasse oublier.
-
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★ ★ ★