



MÉTROPOLE 2019

Anglais LV1 – Série générale

A.

In April 2017, (number) **thousands** of (nationality) **Canadian** citizens traveled to (country) **France** to commemorate the (celebration) **100th anniversary** of the battle for (place) **Vimy Ridge** , which took place in (year) **1917** .

B. Say if the following statements are TRUE or FALSE. Justify each answer with a quote from the text.

1) Different generations of Canadians attended the commemoration. **TRUE.** “Canadians of all ages” (line 3)

2) The battle lasted more than a week. **FALSE** “the four-day battle” (line 23)

3) France and Great Britain won the battle. **FALSE** “they would succeed where the British and French had failed by capturing the ridge” (line 24-25)

C. Find one common point and one difference between April 9 1917 and April 9 2017.

One common point is that Canadians came together.

One difference is that the sun was shining in 2017, but not in 1917.

D. 1) What does the following quote say about Canada?

“Francophones and Anglophones. New Canadians. Indigenous Peoples.” (l.15)

This quote shows us that Canada is a diverse nation.

2) The following statement is TRUE. Justify with a quote.

The journalist thinks that Canadians have a strong and remarkable identity.

“The Battle for Vimy Ridge was a distinctly Canadian effort from the beginning, a true demonstration of all the best qualities that Canada represents: individual initiative; esprit de corps; gumption 1 ; enthusiasm.” (lines 17-19). This quote, in the journalist’s own words, shows that he believes that Canadians have a special identity.

E. Give 2 reasons why the battle can be considered a turning point in the history of Canada.

The battle can be considered a turning point in Canadian history because the Canadian Corps brought together soldiers from all parts of the country together for the first time. Secondly, David Johnston believes that the memory of the battle marked the creation of a country committed to peace and freedom.

(LVA Seulement) F. Explain in your own words what is paradoxical about the commemoration of the battle.

The battle was a violent and deadly event, with thousands of casualties, but paradoxically the commemoration claims that it marked the creation of a country committed to peace.

(Alternativement) **Canadian troops fought in the battle as subjects of a British Dominion that was not fully independent, on a separate continent, but paradoxically the event is claimed as a key point in Canadian history.**

G. Choose the right answer and justify with 2 elements in the picture.

This document is the photograph of ...

- 1- a military parade.
- 2- a commemoration.
- 3- a demonstration.

The answer is 2. Possible justifications:

- People are bowing their heads in a mark of respect
- There are wreaths, commonly used in commemorations and memorial services

- Most of the people in the picture are civilians (children, normal clothes)
- There are flags and military uniforms which would not be seen in a demonstration

H. Describe the attitude of the people in the foreground. What does it express?

The people in the foreground have serious expressions, they look somber, and thoughtful.

This expresses a feeling of remembrance, perhaps of grief.

I. Choose the right answer.

The narrator is ...

- 1- an English war orphan.
- 2- a British Girl Guide.
- 3- a Canadian school girl.

The answer is 3. She is a Canadian school girl (cf line 11)

J.

- 1) Give 3 activities Miss Lumley's students do in class.
- 2) What do these activities have in common?
- 3) Explain in your own words why Miss Lumley focuses on this common point. Justify with 2 quotes from the text.

1) Activities in Miss Lumley's class (any 3):

- Learning to draw the Union Jack (the UK flag)
- Singing "God Save the King" and "Rule Britannia"
- Studying newspaper clippings, particularly of the Royal Family, and of war orphans
- Preparing packages of clothes to send to England

2) All these activities are related to the war and to the British Empire

3) The activities are intended to create a feeling of patriotism, and also a feeling of compassion towards children in England. "This is what we should be like, Miss Lumley implies: steadfast, loyal, courageous, heroic." (lines 15-16), here the narrator lists patriotic values that the teacher is trying to impose on her students. "There are other newspaper pictures too, showing thin-looking children in

scruffy clothes, standing in front of piles of rubble 1 . These are to remind us that there are many starving war orphans in Europe...” This shows that the teacher wants her students to feel sympathy for children in England.

K. Explain in your own words why the narrator feels uncomfortable about showing compassion for the English children.

She is not comfortable with the idea of giving her used clothes to other people. She also says that she is not allowed to complain about anything, and that this is because English children are suffering.

(LVA Seulement) L. Explain in your own words how the narrator feels about Miss Lumley’s teaching. Justify with one element from the text.

The narrator has her doubts about Miss Lumley’s teaching. In lines 1-10, she makes it clear that Britishness is a key part of her lessons, but then notes pointedly: “But we aren’t real Britons, because we are also Canadians”. By drawing attention to this apparent contradiction, the narrator shows that the teacher makes her students uncomfortable.

M. Compare and contrast how the 3 documents illustrate fundamental human values in relation to war.

Possible answer:

In Document A, war represents the process of building a new nation, and fighting in a war is linked directly to belonging to a nation (in this case Canada), and personality traits or values are also equated with the nation.

In Document B, we see the somber remembrance of war, and the human value of respect for those who have suffered or died.

In Document C, we see war from the perspective of an innocent civilian, who is far away from the battlefield. Thus, we see apathy, and a sense of incomprehension, which is linked either to her ignorance or to the fundamental pointlessness of war.