

# Equality on trial

► How have courtroom speeches contributed to the fight for social justice in the USA?

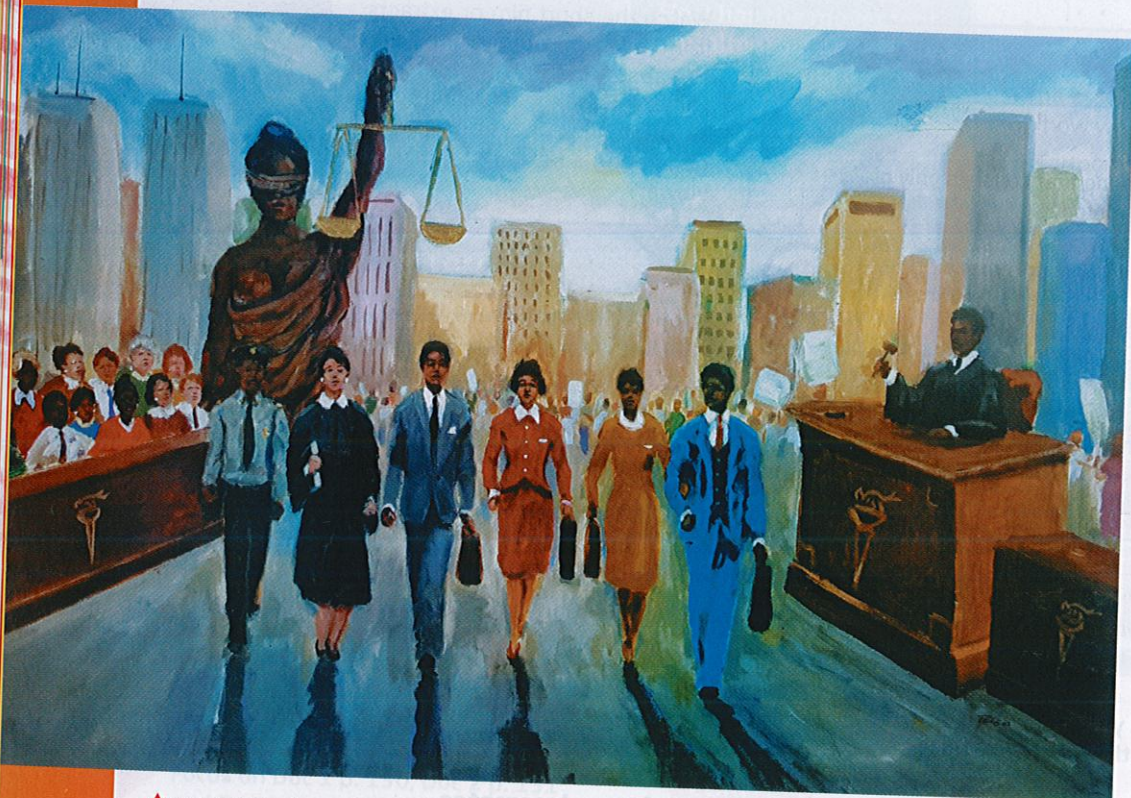
## FINAL TASK

Make a video clip to argue for more equality in the American judicial system.

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### 1 Unfair justice?

#### Doc 1. Champions of justice



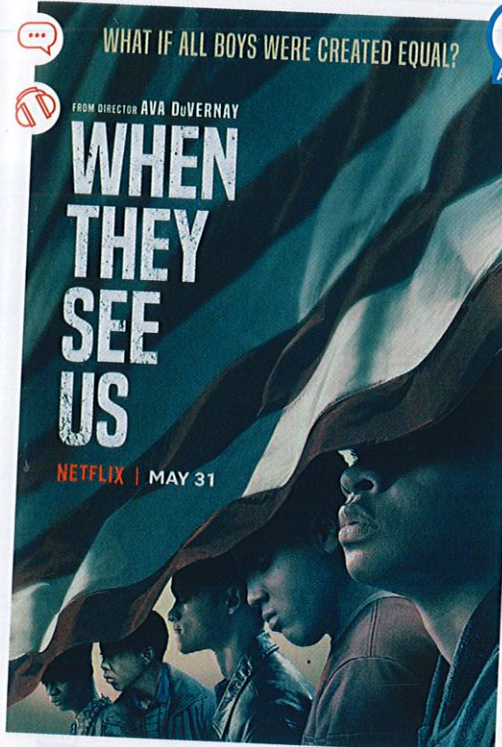
▲ Ted T. ELLIS, *Champions of Justice*, 1993

- Look at the picture and identify the common points between the characters.
- Comment on the presence of the statue in the background.
- Explain what this painting celebrates.

#### WORDS

- ◆ blindfold /'blaɪndfəʊld/
- ◆ jury box
- ◆ lawyer /'lɔːr/ = attorney (US) /ə'tɜːni/
- ◆ set of scales /skeɪlz/
- ◆ allegorical
- ◆ enterprising
- ◆ impartial ≠ prejudiced
- ◆ trailblazing = revolutionary
- ◆ advocate
- ◆ be admitted to the Bar
- ◆ envision
- ◆ pay tribute to sb
- ◆ stand up for = defend

## Doc 2. Wrongful convictions

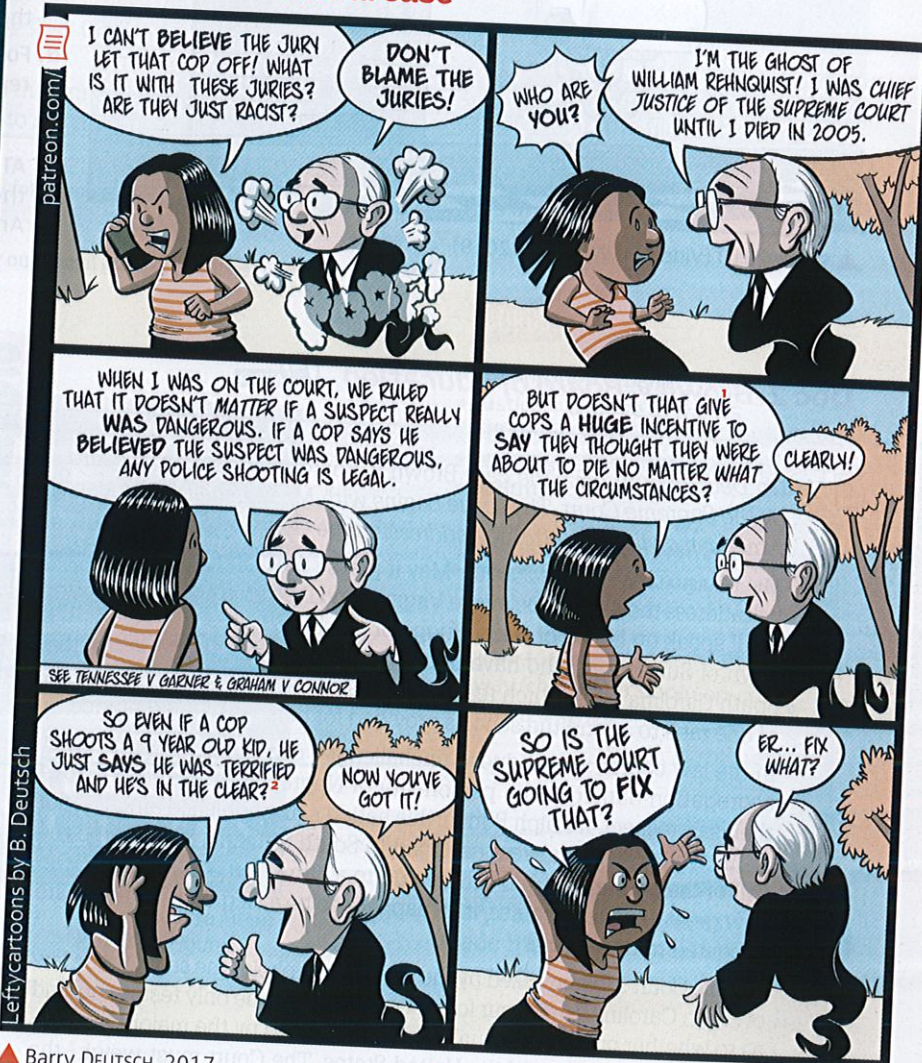


▲ Ava DuVERNAY, *When They See Us*, 2019 (Audio: NPR, 2019)



- Focus on the poster and comment on the characters' expressions.
- Listen to the document and pick out information about the case of the Central Park Five.
- Identify the speaker's reaction to the show.
- Explain how the series tackles current issues in the USA.

## Doc 3. A controversial case



▲ Barry DEUTCH, 2017

1. encouragement 2. not guilty of a crime

- Read the cartoon and identify the topic of the characters' discussion.
- Explain why the police officer was acquitted.
- Comment on the woman's reaction to William Rehnquist's arguments.

▲ **AT HOME** Search the Internet and explain how the cases *Tennessee v. Garner* and *Graham v. Connor* defined the legal frame for police use of force in the USA.

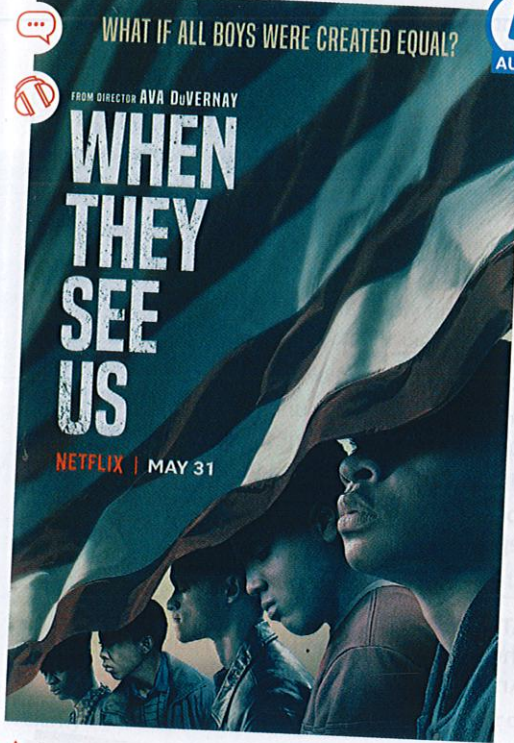
### BOOST YOUR SKILLS!

#### Dénoncer une situation

- Expose les faits : These black and Latino men **were coerced** by... • Someone else **confessed** to... • **If a cop says** he believes the suspect was dangerous...
- Commente la situation : This is **despite the fact that**... • I think the **difficulty of watching**... • This comes at a time when **we're talking about**...
- Mets l'accent sur les idées clés : **Doesn't that give cops a huge incentive to say**...?

▲ **YOUR TASK** The woman in the cartoon writes a letter to the White House to denounce the situation. Imagine the contents of her letter.

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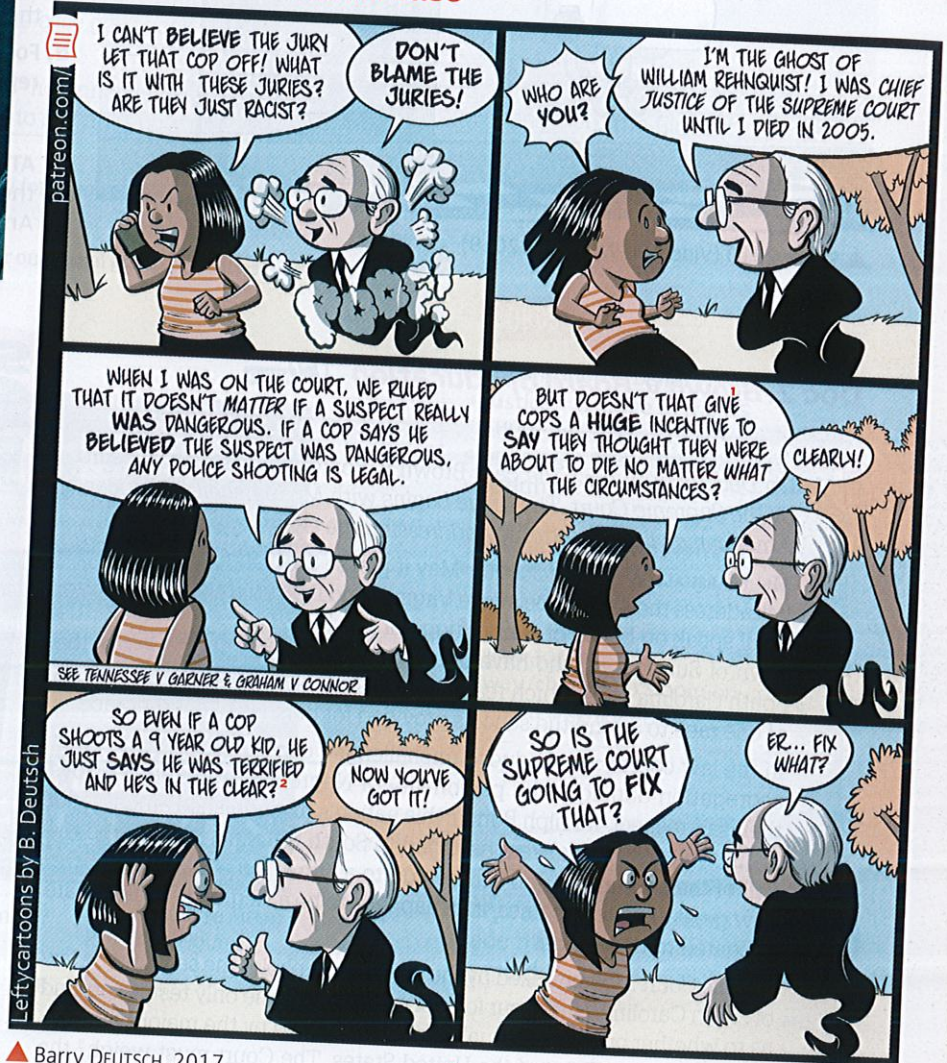


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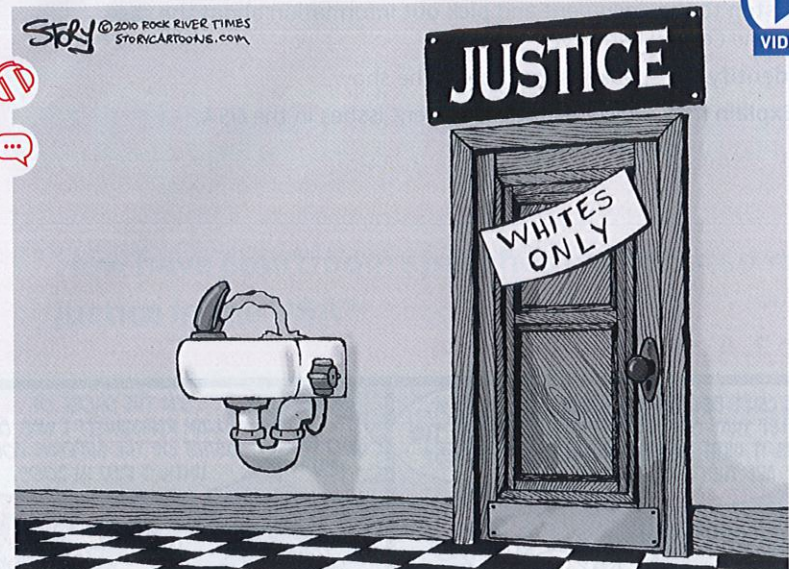
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Doc 1. The case that upheld the color line



▲ STORY, 2010 (Video: Be Woke LLC, 2019)

CULTURE SPOT

**Jim Crow laws** were state and local laws that legalised racial segregation in the South after the end of the Civil War in 1865.

- a. Watch the video and pick out information about Homer Plessy.
- b. Explain why he was arrested.
- c. Identify the legal grounds on which the Supreme Court confirmed segregation and the case that overturned it.
- d. Focus on the cartoon and comment on its representation of segregation.

🏠 **AT HOME** Search the Internet and identify the rights guaranteed by the Fourteenth Amendment to the Constitution.

Doc 2. Brown v. Board of Education



On December 9, 1952, the case *Brown v. Board of Education* is heard by the Supreme Court. The scene begins with Mr. Marshall, an African-American civil-rights attorney, addressing the Court.

**MR. MARSHALL:** Mr. Chief Justice. May it please the Court, my colleagues will address the Kansas, Delaware, Virginia, and District of Columbia cases. I will speak on behalf of Harry Briggs, Jr., and the Negro<sup>1</sup> children of the town of Summition, who have raised their attack on the validity of the

South Carolina code which reads that "it shall be unlawful for the pupils of one race to attend the schools provided for persons of another race." In the law courts, we produced unchallenged experts who testified that segregation damages the personality of Negro children and destroys their self-respect. If Ralph Bunch, this nation's distinguished ambassador

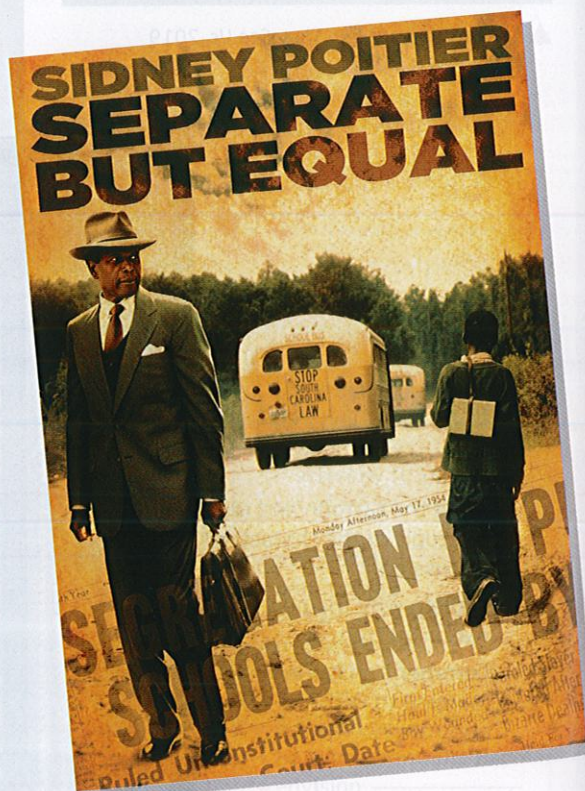
to the United Nations were assigned to South Carolina, it would be the will of the people that his children go to a Jim Crow school. No matter how great anyone becomes, if he happens to be a Negro, his children are relegated to that school. Yet this Court is being asked by the defense to uphold<sup>2</sup> the segregation law

of South Carolina. Under our form of government, the only testing ground as to whether or not individual rights are violated by the majority is here, in this Supreme Court of the United States. The Court must weigh<sup>3</sup> the rights of the Negro children against the public policy of the state of South Carolina, and if that policy violates those rights, then this Court, reluctant

or otherwise, is obliged to say that that policy has run up against<sup>4</sup> the Fourteenth Amendment to the Constitution which guarantees all citizens equal treatment under the law. We therefore respectfully urge that the judgment of the district court be reversed, and the children's rights be affirmed.

**JUSTICE REED:** Is it fair to say that the South Carolina legislature<sup>5</sup> set up segregated school to avoid racial friction?

**MR. MARSHALL:** Yes, sir.



▲ George STEVENS JR., *Separate but Equal*, 1991

- 1. widely accepted term for a black person at the time
- 2. maintain
- 3. consider
- 4. be in contradiction with
- 5. parliament

**JUSTICE REED:** Doesn't the legislature have to weigh the advantage of maintaining law and order against what might be the disadvantage to the segregated group?

**MR. MARSHALL:** I think that the legislature should, Mr. Justice Reed, but I think we have to bear in mind that as far as I know in these states there is not a single Negro legislator doing the weighing. The only point before this Court is the law as it was applied in Clarendon County. All we are asking is that the state-imposed racial segregation be stopped, and the County school board be instructed to work out a solution.

**JUSTICE FRANKFURTER:** What kind of solution?

**MR. MARSHALL:** They could assign children to schools on any reasonable basis.

**JUSTICE FRANKFURTER:** You mean we would have gerrymandering<sup>6</sup> of school districts?

**MR. MARSHALL:** Not gerrymandering, Mr. Justice Frankfurter. The new district lines would simply have to be drawn on a natural basis, without regard to race or color.

**JUSTICE FRANKFURTER:** It would be important to me for you to spell out<sup>7</sup> exactly what would happen if the Court reverses, and the case goes back to South Carolina.

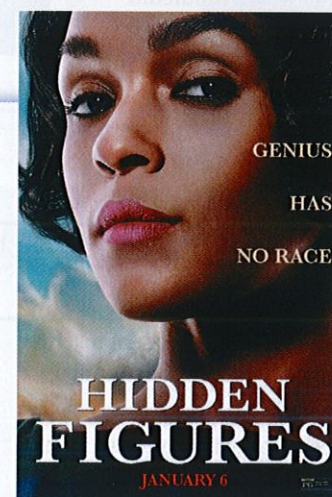
**MR. MARSHALL:** What is important is that we get the principle established: segregation by race is not legal. It is impossible to say right now precisely how it would work.

George STEVENS JR., screenplay for *Separate but Equal*, 1991

- 6. manipulating the boundaries (usually so as to favour one social group or political party)
- 7. clarify

Doc 3. Being the first

In the movie "Hidden Figures," Janelle Monáe's character Mary Jackson petitions a Virginia State Court judge for the right to enroll in engineering classes at the local all-white high school. She reminds the judge that he was the first in his family to join the Armed Forces and to attend college. Now he can help her be the first female engineer at NASA. "Your Honor," Jackson says, "out of all the cases you're going to hear today, which one is going to matter one hundred years from now? Which one is going to make you the first?"



▲ Theodore MELFI, *Hidden Figures*, 2016

CNN, November 1, 2018

- a. Look at the poster and comment on Mary Jackson's attitude.
- b. Read the text and explain Mary Jackson's main point to convince the judge.
- c. **STYLE** Pick out repeated words in Mary Jackson's speech to the judge. Explain how this technique makes her sound persuasive.

**YOUR TASK** Choose an African-American speaker and convince the school council to include him or her in an exhibition about individuals who contributed to the fight for equal justice.

- a. Read the text and identify the main points in Mr. Marshall's argument to the Supreme Court.
- b. **GRAMMAR** Focus on the sentence from "If" (l. 9) to "school" (l. 11). Comment on the tenses used and explain how this statement gives weight to his arguments.
- c. Explain why Justice Reed objects to Mr. Marshall's arguments and how Mr. Marshall responds to him.
- d. Comment on the way Mr. Marshall responds to Justice Frankfurter's objections.

🏠 **AT HOME** Watch the corresponding scene from the film and explain how John Marshall gives special emphasis to his arguments.



WORDS

- ♦ assumption = belief
- ♦ justice = a judge in the US Supreme Court
- ♦ opening ≠ closing statement
- ♦ plaintiff
- ♦ convincing = persuasive
- ♦ effective
- ♦ hear a case
- ♦ plead for
- ♦ sway/change sb's opinion
- ♦ uphold ≠ strike down

➕ **GOING FURTHER** Watch the scene from the film and explain how Mary Jackson's arguments made the judge change his mind.



BOOST YOUR SKILLS!

Argumenter pour convaincre

- Exprime-toi avec conviction : **All we are asking is that...** • **No matter** how great anyone becomes...
- Structure ton propos avec des connecteurs logiques : **Yet this Court is being asked...** • We **therefore** respectfully urge...
- Utilise des répétitions : **Which one is going to matter...** • **Which one is going to make you...**

3 Biased justice?

Doc 1. Asking for mercy

In this scene, Jefferson, a young uneducated black man, is accused of the murder of Mr. Gropé, a white storekeeper.

The prosecutor argued that Jefferson and the other two had gone there with the full intention of robbing the old man and killing him so that he could not identify them. When the old man and the other two robbers were all dead, this one—it proved the kind of animal he really was—stuffed the money into his pockets and celebrated the event by drinking over their still-bleeding bodies.

The defense argued that Jefferson was innocent of all charges except being at the wrong place at the wrong time. There was absolutely no proof that there had been a conspiracy between himself and the other two. The fact that Mr. Gropé shot only Brother and Bear was proof of Jefferson's innocence. Why did Mr. Gropé shoot one boy twice and never shoot at Jefferson once? Because Jefferson was merely an innocent bystander. He took the whiskey to calm his nerves, not to celebrate. He took the money out of hunger and plain stupidity.

"Gentlemen of the jury, look at this—this—this boy. I almost said man, but I can't say man. Oh, sure, he has reached the age of twenty-one, when we, civilized men, consider the male species has reached manhood, but would you call this—this—this a man? No, not I. I would call it a boy and a fool<sup>1</sup>. A fool is not aware of right and wrong. A fool does what others tell him to do. A fool got into that automobile. A man with a modicum of<sup>2</sup> intelligence would have seen that those racketeers meant no good. But not a fool. A fool got into that automobile. A fool rode to the grocery store. A fool stood by and watched this happen, not having the sense to run. [...]

"Gentlemen of the jury, be merciful. For God's sake, be merciful. He is innocent of all charges brought against him.

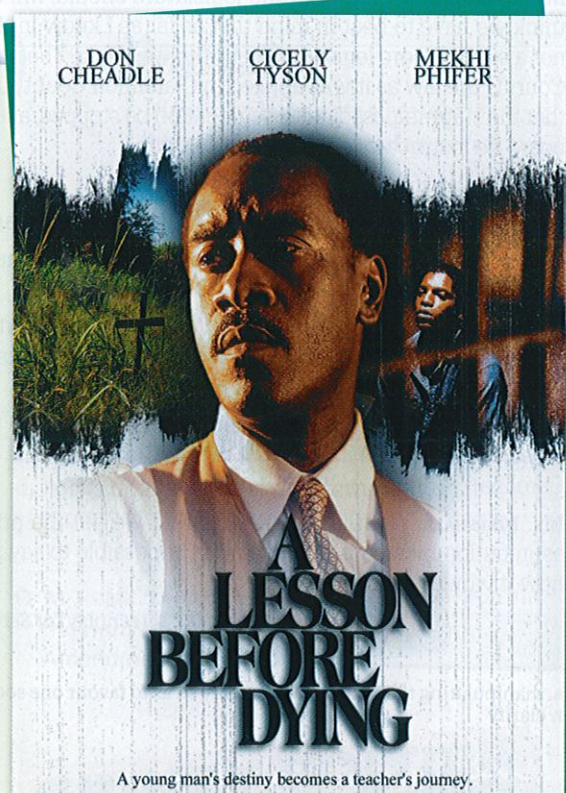
"But let us say he was not. Let us for a moment say he was not. What justice would there be to take this life? Justice, gentlemen? Why, I would just as soon put a hog<sup>3</sup> in the electric chair as this. [...]"

The jury retired, and it returned a verdict after lunch: guilty of robbery and murder in the first degree. The judge commended the twelve white men for reaching a quick and just verdict. This was Friday. He would pass sentence on Monday.

Ten o'clock on Monday, Miss Emma and my aunt sat in the same seats they had occupied on Friday. [...] The judge, a short, red-faced man with snow-white hair and thick black eyebrows, [...] told Jefferson that he had been found guilty of the charges brought against him, and that the judge saw no reason that he should not pay for the part he played in this horrible crime.

Death by electrocution. The governor would set the date.

Ernest GAINES, *A Lesson Before Dying*, 1993



▲ Joseph SARGENT, *A Lesson Before Dying*, 1999

WORDS

- ◆ defendant /dɪ'fɛndənt/ = accused
- ◆ evidence
- ◆ prosecutor = solicitor
  
- ◆ biased /'baɪəst/ = prejudiced
- ◆ controversial
- ◆ lenient /'li:niənt/ = indulgent
- ◆ unfair = unjust
  
- ◆ charge sb with = accuse sb of
- ◆ lodge an appeal against
- ◆ reach a verdict
- ◆ serve on a jury

🏠 AT HOME Watch the corresponding scene of the film and identify the ways the director adapted the story to the screen.



1. stupid person 2. a bit of 3. pig

- a. Read the text and **sum up** the situation.
- b. **Compare** the prosecutor's and the defense's versions of the story.
- c. **Focus** on the defense's speech and **pick out** the words and expressions that dehumanise Jefferson. **Explain** his choice.
- d. **STYLE** Focus on the sentence "Death by electrocution. The governor would set the date." (l. 37) and **explain** how the use of free indirect speech conveys Jefferson's feelings.
- e. **Pay attention** to the composition of the court and **discuss** the questions it raises.

Doc 2. The truth about the American jury system



(Video: Business Insider, 2018) 1. remove

- a. Watch the video and **list** the different steps in the jury selection process.
- b. **Explain** why this process has been questioned over time.
- c. **Comment** on the impact of jury selection in death penalty cases.

Doc 3. Black ladies' courtroom



NEWS

Black women deliver justice in a Southern city. Their own way.

"We have broken the mold for women as much as we have broken the mold for African-Americans," said LaDawn Blackett Jones, the solicitor in South Fulton, Georgia.



SOUTH FULTON, Ga. — Inside the municipal courtroom here in this Atlanta suburb, a black man in his early 20s is begging the judge for a second chance. He's facing his third shoplifting conviction and, under Georgia state law, must serve a jail sentence.

Defendants plead for a second (or third) chance in courtrooms across the country on a daily basis, but here in this majority African-American town, where the population is just over 100,000, the criminal justice system is unique: Black women are in charge, and they say they run things differently. LaDawn Blackett Jones is the city's solicitor, or prosecutor, Viveca Powell serves as public defender and Tiffany Carter Sellers is the chief judge. The court clerks<sup>1</sup> and staff are also black women.

"As people from around the country are looking at what is going on here, we are trying to set the example for the way true law and justice should work," Blackett Jones said. [...]

As a black woman and a judge, Carter Sellers told NBC News she can be tough on crime while at the same time give a fairer shake to defendants, depending on the circumstances. "From a practical standpoint, I think I bring that fact that I'm a wife to an African-American man, and we have African-American children, and so empathy and sympathy — I bring that to the table every day," she said, adding that she cringes<sup>2</sup> when she hears people talk about racial bias and corruption in the justice system.

"I know we can do better. In 2018, we just can do better."

Dartunorro CLARK, *nbcnews.com*, October 29, 2018

- a. Read the text and **identify** what is special about this courtroom.
- b. **Explain** how this courtroom makes a difference in the judicial system.
- c. **Discuss**: "we are trying to set the example for the way true law and justice should work" (l. 12-13).

YOUR TASK

A new film adaptation of the novel *A Lesson Before Dying* is to be released. **Act out** an interview with the film director.

**WAY 1** Focus on the director's motivations to adapt the novel.

**WAY 2** Focus on the reasons why Jefferson's story can still be relevant today.

BOOST YOUR SKILLS!

Sensibiliser à un problème

- Rapporte les faits : The defense **argued that** Jefferson was innocent of all charges. • Carter Sellers **told NBC News she can be tough on crime.**
- Appuie-toi sur des données statistiques et historiques : *Between 2005-2009, Alabama had excluded 80% of blacks.*
- Utilise des questions rhétoriques : *What justice would there be... ? • But what has that really changed ?*

1. assistant 2. be shocked

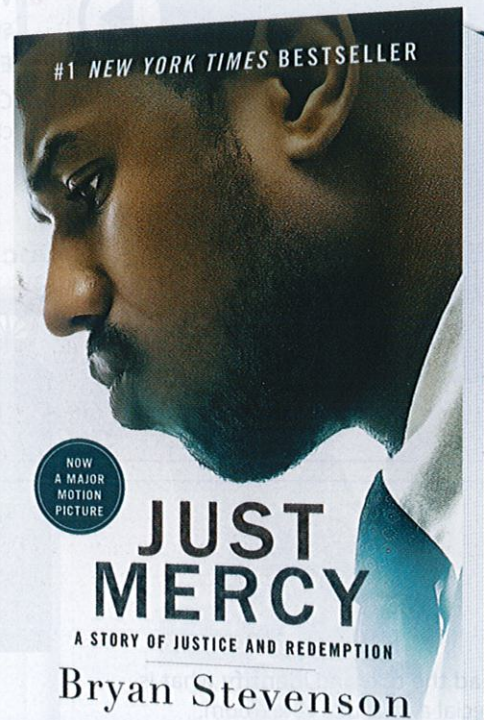
Doc 1. The modern "Atticus"

In this true story, civil-rights defense attorney Bryan Stevenson works to free a wrongly condemned death row prisoner, Walter McMillian.

Walter McMillian was at least fifteen years older than me, not particularly well educated, and he hailed<sup>1</sup> from a small rural community. Though he had lived in Monroe County his whole life, he had never heard of the author Harper Lee—also a Monroeville, Alabama, native—or her award-winning novel *To Kill a Mockingbird*.

*Mockingbird* tells the story of an innocent black man who is accused of raping a white woman in the 1930s, and is bravely defended by Atticus Finch, a white lawyer. What is often overlooked is that the black man falsely accused in the story was not successfully defended by Atticus. Tom Robinson, the wrongly accused black defendant, is found guilty. Later, he dies when, full of despair, he makes a desperate attempt to escape from prison. He is shot seventeen times in the back by his captors. While the novel captivated millions of readers—and confronted them with some of the realities of race and justice in the South—its harder truths did not take root.

Bryan STEVENSON, *Just Mercy* (Adapted for Young Adults), 2014



1. come from

- a. Look at the book cover, read excerpt 1 and say why the book is an autobiography.
- b. Comment on the influence of *To Kill a Mockingbird* on the narrator.
- c. Read excerpt 2 and explain what the scene depicts.
- d. Identify the narrator's argument.
- e. Discuss: Can Bryan Stevenson be compared to Atticus Finch?

AT HOME Watch the trailer of the film *Just Mercy* and be ready to share your emotions and thoughts on it.



WORDS

- ◆ Attorney General (US) = most important legal officer in the US
- ◆ calling = vocation
- ◆ law enforcement /ɪn'fɔ:smənt/
- ◆ fervent = impassioned
- ◆ forceful = commanding
- ◆ inspirational = uplifting
- ◆ lawful ≠ unlawful
- ◆ advance = promote
- ◆ foster = encourage
- ◆ seek justice
- ◆ take a stance/position on

"Gentlemen, are we ready to proceed?" Judge Norton asked. "We are, Your Honor," I replied. [...]

I decided to proceed with an opening statement before calling Myers as our first witness. I wanted the judge to understand that we weren't just defending Mr. McMillian from a different angle than his old lawyers. I wanted him to know that we had dramatic new evidence of innocence that completely cleared<sup>1</sup> Walter. I wanted him to know that justice demanded Walter's immediate release.

"Your Honor, the State's case against Walter McMillian turned entirely on the testimony of Ralph Myers, who had several prior felony<sup>2</sup> convictions and another capital murder case pending against him in Escambia County at the time of McMillian's trial. At trial, Mr. McMillian asserted that he is innocent and that he did not know Mr. Myers at the time of this crime. He has maintained his innocence throughout these proceedings<sup>3</sup>."

The judge had been fidgeting<sup>4</sup> and had seemed distracted when I started, so I paused. Even if he didn't agree I wanted him to hear what I was saying. I stopped talking until I was sure he was paying close attention. Finally, he made eye contact with me, so I continued.

"There is no question that Walter McMillian was convicted of capital murder based on the testimony of Ralph Myers. There was no other evidence to establish Mr. McMillian's guilt for capital murder at trial than Myer's testimony. The State had no motive, the State had no witnesses to the crime, the State had only the testimony of Ralph Myers." [...]

"Based on the testimony of Ralph Myers, Walter McMillian was convicted of capital murder and sentenced to death. As you're about to hear, the testimony of Ralph Myers was completely false. Again, Your Honor, the testimony of Ralph Myers at trial was completely false."

Bryan STEVENSON, *Just Mercy* (Adapted for Young Adults), 2014

1. prove innocent 2. serious crime 3. legal actions 4. move restlessly

Doc 2. The New Mississippi



U.S. District Judge Carlton Reeves read this speech to three young white men before sentencing them for the death of a 48-year-old black man named James Craig Anderson in a parking lot in Jackson, Mississippi, one night in 2011.

"New generations have attempted to pull Mississippi from the abyss of moral depravity in which it once so proudly floundered<sup>1</sup>. Despite much progress and the efforts of the new generations, these three defendants are before me today: Deryl Paul Dedmon, Dylan Wade Butler and John Aaron Rice. They and their co-conspirators ripped off the scab<sup>2</sup> of the healing scars of Mississippi ... causing her (our Mississippi) to bleed again. [...]

"In the Mississippi we have tried to bury, when there was a jury verdict for those

who perpetrated crimes and committed lynchings in the name of White Power ... that verdict typically said that the victim died at the hands of persons unknown. [...]

"Today, though, the criminal justice system (state and federal) has proceeded methodically, patiently and deliberately seeking justice. Today we learned the identities of the persons unknown ... they stand here publicly today. [...]

"Justice, however, will not be complete unless these defendants use the remainder of their lives to learn from this experience and fully commit to making a positive difference in the New Mississippi. And, finally, the court wishes that the defendants also can find peace."

npr.org, 2015

- a. Read the text and explain what Judge Carlton Reeves denounced in his speech.
- b. STYLE Focus on the first paragraph. Identify a figure of speech and comment on its effect. OBJECTIF BAC p. 284-285
- c. Discuss Judge Carlton Reeves's last sentence.

1. be in a difficult situation 2. crusted wound

Doc 3. Loretta Lynch's fight for equality



- a. Watch the video and pick out information about Loretta Lynch's family.
- b. Describe what drew Loretta Lynch to a career in law.
- c. Explain how she considers law as a tool for change in the USA.

Loretta Lynch sworn in as Attorney General, 2015 (Video: Harvard Law School, 2018)

FINAL TASK



Make a video clip to argue for more equality in the American judicial system.

As a member of the organisation Equal Justice Initiative (founded by Bryan Stevenson), you are asked to make a 5-minute video clip to argue for more equality in the American judicial system.

- 1 Gather up notes on the themes you would like to highlight in your video clip.
- 2 Connect historical racial justice events to current issues.
- 3 Plan the different parts of your presentation including the contributions of individuals in the fight for equal justice.
- 4 Think of the different techniques you can use to sound convincing: repetitions, rhetorical questions, word stress, etc.

BOOST YOUR ENGLISH p. 146

# BOOST YOUR ENGLISH!

## Grammar

### Faire un discours pour convaincre

• Emploie la forme en **-ing** pour faire un commentaire.  
*Seeing these teenage boys **being** physically and mentally coerced...*

*At a time when we're talking about...  
 We **weren't** just **defending** Mr. McMillian.*

• Ajoute des figures de style pour amplifier ton propos.

**OBJECTIF BAC** p. 284-285


*What has that really changed? (question rhétorique)  
 The State had no motive, the State had no witnesses to the crime, the State had only... (parataxe)  
 They and their co-conspirators ripped off the scab of the healing scars of Mississippi... (personnification)*

• Structure ta présentation avec des connecteurs logiques.  
*Yet this Court is being asked...*

*We **therefore** respectfully urge...*

• Accentue les éléments clés dans la phrase.

*But doesn't that give cops a **huge** incentive to say...  
 Which one is going to make **you** the first?  
 In the 1990s, prosecutors in North Carolina received a **cheat sheet** about how to go to court.*

1 Écoute le discours du juge Carlton Reeves (Doc 2 p. 145) en prêtant attention au rythme, à l'intonation et à l'accentuation des mots. Entraîne-toi à le lire devant un camarade. 

2 Imagine le discours de Bryan Stevenson lors de la projection en avant-première du film *Just Mercy*. Utilise les techniques évoquées ci-contre.



▲ Bryan Stevenson

## Vocabulary

### Equality on trial

EXO Lexiquiz

#### Speakers

- calling = vocation
- defense speech
- opening ≠ closing statement

- fervent = impassioned

- forceful = commanding
- inspirational = uplifting

- address the court
- take a stance on

#### Crimes

- felony = serious crime
- robbery
- shoplifting

- guilty ≠ innocent

- charge sb with = accuse sb of
- confess to

#### People

- defendant /dɪfendənt/
- lawyer /'lɔːr/ = attorney (US) /ə'tɜːni/
- plaintiff
- prosecutor

- lenient /'liːniənt/ = indulgent
- merciful ≠ merciless

#### Goal

- advance = promote
- overturn a case
- seek justice
- strike down
- sway/change sb's opinion

#### Speeches

#### The courtroom

#### Trial

- attend a trial
- hear a case
- make a ruling
- sentence sb to
- serve on a jury

#### Equality

#### Taking action

- lawful ≠ unlawful
- trailblazing
- advocate

- fight for
- plead for
- stand up for = defend

#### Discrimination

- assumption = belief
- presumption of guilt

- discriminatory
- impartial ≠ prejudiced

- biased /'baɪəst/
- unfair = unjust

- coerce /kəʊ'ɜːs/ sb into doing

Relis le texte extrait de *A Lesson Before Dying* (1993) de Ernest Gaines (Doc 1 p. 142) et concentre ton attention sur le passage suivant.

**T**he prosecutor argued that Jefferson and the other two had gone there with the full intention of robbing the old man and killing him so that he could not identify them. When the old man and the other two robbers were all dead, this one—it proved the kind of animal he really was—stuffed the money into his pockets and celebrated the event by drinking over their still-bleeding bodies. The defense argued that Jefferson was innocent [...]. The fact that Mr. Gropé shot only Brother and Bear was proof of Jefferson's innocence. Why did Mr. Gropé shoot one boy twice and never shoot at Jefferson once?

## 1 Analyse l'extrait

- Identifie les personnages, la situation et le point de vue du narrateur.
- Repère les événements les uns par rapport aux autres.
- Observe la manière dont les faits sont rapportés et analyse le niveau de langue utilisé.

## 2 Découvre un point important pour la traduction : les temps verbaux

- Observe cette phrase et sa traduction. Comment ont été traduits "argued" et "had gone" ?

The prosecutor **argued** that Jefferson and the other two **had gone** there with the full intention of robbing the old man.

Le procureur **prétendait** que Jefferson et les deux autres y **étaient allés** avec la ferme intention de voler le vieil homme.

- Observe cette phrase. Identifie la bonne traduction et justifie ton choix.

This one [...] **stuffed** the money into his pockets and **celebrated** the event...

- Celui-là [...] **fourra** l'argent dans sa poche et **célébra** l'évènement...
- Celui-là [...] **avait fourré** l'argent dans sa poche et **célébré** l'évènement...

- Dans ces deux phrases (a et b), quel temps a été choisi en français pour traduire le prétérit anglais ? Explique pourquoi.

## 3 Traduis l'extrait

Traduis le passage en veillant aux points suivants :

- L'ordre des mots dans la phrase : il diffère d'une langue à l'autre. Dans ta traduction, choisis toujours l'ordre qui te semble le plus naturel en français.
- Les choix lexicaux : comment vas-tu traduire en français le verbe *argued* ?
- Les structures verbales : quelles structures vas-tu utiliser en français pour traduire *when the old man and the other two robbers were all dead* et *was proof of Jefferson's innocence* ?



Établis une chronologie des événements sur une feuille à part. Respecte la succession des faits dans ta traduction.

OBJECTIF BAC p. 2



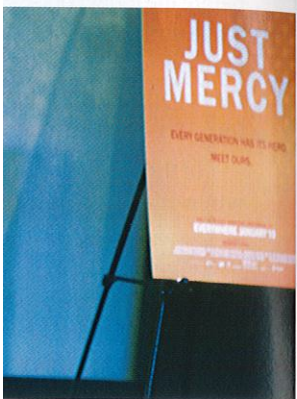
Le prétérit anglais se traduit par un passé composé en français. Il faut tenir compte de la nature du verbe (co-texte (des faits), succession d'événements, antériorité d'un fait (passé, narratif, oral...) dans un texte anglais pour choisir les temps verbaux en français.



D'une manière générale, la syntaxe anglaise privilégie les tournures verbales alors que la syntaxe française privilégie les tournures nominales.

George Carlton Reeves  
attentive attention au rythme,  
la ponctuation des mots.  
avant un camarade.

Bryan Stevenson lors de la  
première du film *Just Mercy*.  
voquées ci-contre.



### People

- defendant /dɪ'fɛndənt/
- lawyer /'lɔːjə/ = attorney (US) /ə'tɪːni/
- plaintiff
- prosecutor

- lenient /'liːniənt/ = indulgent
- merciful = merciless

- make a ruling
- sentence sb to
- serve on a jury

- biased /'baɪəst/
- unfair = unjust

- coerce /kəʊ'sɜːs/ sb into doing