

A INFORMATIONS GÉNÉRALES

The relations between the members of the English-speaking world have evolved with time, from settlement, through domination to cooperation and assistance. The end of the British Empire has led to a decrease of influence of the United Kingdom but a rise of American hegemony. Today's geostrategic relations and the growing power of emerging nations, however, force former world leaders to review their relation to the rest of the world and to acknowledge their dependence and even their vulnerability. The development of globalisation, often viewed as a new form of American imperialism, has shown its limits; instead, what is taking place is a strengthening of international competition in parallel with a higher need for cooperation to fight new threats.

+ Pour aller + loin dans l'étude des axes

■ Axe 1 : Puissance et influence

- The US, only superpower
<https://now.tufts.edu/articles/why-united-states-only-superpower>
- Soft power
<https://foreignpolicy.com/2018/08/20/the-rise-and-fall-of-soft-power/>
- The Commonwealth
<https://thecommonwealth.org/>
- Fall of the British Empire
<https://www.historyextra.com/period/modern/the-decline-and-fall-of-the-british-empire/>
- GAFAM
<http://hal.univ-grenoble-alpes.fr/hal-02102188/document>

■ Axe 2 : Rivalités et interdépendances

- Trade wars
<https://www.thebalance.com/trade-wars-definition-how-it-affects-you-4159973>
- WTO
https://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr_e.htm
- Evolution of world relations
<https://www.britannica.com/topic/20th-century-international-relations-2085155/The-New-Imperialism>

■ Axe 3 : Héritage et diversité

- Cultural diversity
<https://unesdoc.unesco.org/ark:/48223/pf0000127161>
- Stolen generations
<https://australianstogether.org.au/discover/australian-history/stolen-generations>
- The power of English
<https://blogs.fco.gov.uk/petermillett/2016/10/28/the-power-of-english/>
- English as a global language
<http://claudepiron.free.fr/articlesenanglais/power.htm>
- The dominance of English
<http://www.academypublication.com/issues/past/tpls/vol03/12/16.pdf>
- Endangered languages
<https://www.linguisticsociety.org/content/what-endangered-language>

B VOCABULAIRE

- **Americanisation** : américanisation
- **At all costs = by any means** : à tout prix
- **Changing balance** : équilibre mouvant
- **Clout** : influence
- **Coercive** : coercitif
- **Commonwealth member** : membre du Commonwealth
- **Deterrent** : dissuasif
- **Developed countries** : pays développés
- **Developing countries** : pays en voie de développement
- **Dictatorship** : dictature
- **Dissuasive weapon** : arme de dissuasion
- **Dominant influence** : influence prépondérante
- **Free trade agreement** : accord de libre-échange
- **Global marketplace** : marché international
- **Globalisation** : mondialisation
- **Headquarters** : quartier général
- **Hegemony** : hégémonie
- **Imperialism** : impérialisme
- **Interference** : ingérence
- **International mediation process** : processus de médiation internationale
- **International trade** : échanges commerciaux
- **Key player** : acteur clé
- **Leadership** : commandement
- **Media influence** : influence des médias
- **Military power** : puissance militaire
- **Multilateral** : multilatéral
- **NATO** : OTAN
- **Negotiating table** : table des négociations
- **Peacekeeping** : maintien de la paix
- **Political meddling** : ingérence politique
- **Power relationship = power balance** : rapport de force
- **Power struggle = wrestling match** : bras de fer
- **Rivalry** : rivalité
- **Role model** : modèle à imiter
- **Security Council** : Conseil de sécurité
- **Shift of power** : déplacement du pouvoir
- **Soft power** : puissance douce
- **Stability** : stabilité
- **Stakeholder** : partie prenante, acteur
- **Stalled negotiations** : blocage des négociations
- **Stock market** : place boursière
- **Superpower** : superpuissance
- **Symbolic power** : pouvoir symbolique
- **To blackmail** : faire du chantage
- **To cut back on the defence budget** : réduire son budget de la défense
- **To exert influence** : exercer une influence
- **To gain control over = rule, run, govern, lead** : diriger
- **To haggle** : marchander
- **To have an influential say = have one's say** : avoir son mot à dire
- **To open negotiations** : engager des négociations
- **To outperform** : surpasser
- **To play a part = play a role** : jouer un rôle
- **To pressurise** : exercer une pression
- **To question = challenge, dispute** : contester
- **To reshuffle the deck** : changer la donne
- **To sign an agreement** : signer un accord
- **To weaken** : affaiblir
- **Totalitarianism** : totalitarisme
- **Trade talks** : négociations commerciales
- **Undivided power** : pouvoir sans partage
- **Unilateral** : unilatéral
- **United Nations Organisation** : ONU
- **WHO (World Health Organisation)** : OMS (Organisation mondiale de la santé)
- **World stage** : scène internationale
- **World view** : vision du monde
- **WTO (World Trade Organisation)** : OMC (Organisation mondiale du commerce)

AXE D'ÉTUDE 1 PUISSANCE ET INFLUENCE

The issue of power and influence has always been at the heart of international relations, as countries have tried to impose their rule, conquer other territories, subdue enemies and stand as world leaders. The **western world** has justified its **expansion** for the sake of democracy, liberalisation, coexistence, humanisation, modernisation and economic progression, against tyranny, dictatorship, backwardness, extremism, fundamentalism and barbarism.

Defined through population, geography, economy, foreign relations, military, media and culture, a **superpower** is a state with a dominant position in international relations and is characterised by its unparalleled ability to exert influence or project power on a global scale. For a very long time, it has been commonly accepted that **the United States was an unrivaled superpower** which showed the way to other countries. Yet, a shift of power has been taking place over the last few years, redistributing power and influence among other **emerging superpowers**. The growing power of China and India is reshuffling the deck, giving them a stronger say in international negotiations.

Based on 50 factors related to military might, financials, logistical capability and geography, the 2020 Global Firepower (GFP) index has ranked the United States first, Russia second, China third and India fourth out of 138 nations.

The **English-speaking world** remains very **influential**, not only economically, politically and militarily but also culturally. **Globalisation** has been blamed for being a disguised form of western hegemony over developing countries. Instead of enjoying the benefits of foreign investments, the latter have become open markets for a whole set of American products ranging from Coca Cola, Pepsi Cola through Burger King, Macdonald's, Kentucky Fried Chicken, Starbucks, Microsoft and Apple. This has led to a form of standardisation of culture and norms worldwide and some would even go as far as calling it Americanisation of the world or new American imperialism.

Education is another way for the United States and the United Kingdom to influence the rest of the world through their highly reputed universities and private schools. But, here too, values are changing. **Reverse brain drain** is a good illustration of this changing balance. Brain drain saw some of the best scientists, engineers and intellectual elites migrate to a more developed country to learn in its universities, perform research or gain working experience in areas where education and employment opportunities are limited in their home country. Today, these professionals return to their home countries after several years of experience to start a related business, teach in a university or work for a multinational in their homelands where the economic growth may be more appealing.

This **shift of power and attractiveness** is forcing traditional superpowers to question their own perception of their place in the world. Indeed, English-speaking countries are faced today with the need to redefine their role and assert their strength in a world where unshared power has become illusory. Far from being a unified block, the world has turned into rising hubs of power with which the leading world has to negotiate. Fraught with tensions and ready-to-explode conflicts, this **multipolar world** is maintaining a fragile but vital balance.

→ FOCUS 1 Commonwealth

★ Les mots à connaître

- **Acquisition** : acquisition
- **Based upon consultation** : fondé sur la concertation
- **British Crown** : Couronne britannique
- **British Empire** : Empire britannique
- **British West Indies (the Bahamas, Saint Lucia, Antigua, Grenada, Jamaica, Barbados, Trinidad)** : Antilles britanniques
- **Bylaw** : règlement
- **Crown land** : Terre de la Couronne
- **Cultural heritage** : héritage culturel
- **Decolonisation** : décolonisation
- **Dependencies** : colonies
- **Developing countries** : pays en voie de développement
- **Educational link** : lien éducatif
- **Foreign office** : ministère des affaires étrangères
- **Former** : ancien
- **Governor** : gouverneur
- **Head of state** : chef de l'état
- **Historical ties** : liens historiques
- **Imperial preference** : préférence impériale
- **Independent state** : état indépendant
- **Lawmaking body** : organe législatif
- **Penny** : centime
- **Pound** : la livre
- **Practical cooperation** : collaboration concrète
- **Protectorate** : protectorat
- **Receiver of wreck** : receveur d'épaves
- **Rule of law** : état de droit
- **Self-governance** : autogestion
- **Self-government** : autonomie gouvernementale
- **Shared traditions** : traditions partagées
- **Sovereign** : souverain/
sovereignty : souveraineté
- **Sporting competition** : compétition sportive
- **To achieve independence from** : devenir indépendant de
- **To acknowledge the British monarch as symbolic head** : reconnaître le monarque britannique comme chef symbolique
- **To amplify the voice of** : amplifier la voix de
- **To be governed by** : être gouverné par
- **To be part of** : faire partie de
- **To be vocal** : s'exprimer haut et fort
- **To comprise = include** : inclure
- **To coordinate** : coordonner
- **To fight poverty, ignorance and disease** : lutter contre la pauvreté, l'ignorance et la maladie
- **To grant independence** : accorder l'indépendance
- **To have a voice in + V-ing** : avoir son mot à dire dans
- **To have an equal say** : se faire entendre autant que
- **To join forces** : unir ses forces
- **To leave** : partir, quitter
- **To maintain ties of friendship** : entretenir des liens d'amitié
- **To make the most of** : tirer profit de
- **To owe** : devoir
- **To pay allegiance to** : prêter allégeance à
- **To possess distinct rights** : posséder des droits distincts
- **To promote human rights** : promouvoir les droits de l'homme
- **To reject membership** : rejeter l'adhésion
- **To rejoin** : rejoindre
- **To remain** : rester
- **To sever ties** : couper les liens
- **To shape policies** : façonner les politiques
- **To take an oath** : prêter serment
- **To travel overseas** : voyager à l'étranger
- **To withdraw from** : se retirer de
- **Trade agreement** : accord commercial
- **Under domination** : sous domination
- **United Kingdom** : Royaume-Uni

DOC 1 The UK is looking for its place in a post-Brexit world

Brexit inevitably means Britain will have to make some difficult foreign policy choices. The UK Prime Minister, Boris Johnson, will certainly prioritise strengthening the so-called “special relationship” with the US. But efforts will also likely be made to rekindle historic ties to Britain’s former colonies in the Commonwealth.

Some members of government still seem to hold nostalgic aspirations to establish what Whitehall officials reportedly once called “Empire 2.0” in March 2017.

This idea lies in the memory of a potent image of a Commonwealth “golden age” in the years between the Second World War and Britain’s first application to join the European Economic Community (EEC). Yet, the political, strategic and economic relationships within the Commonwealth between 1945 and 1961 were largely idealised. The former colonies looked for their own national interests and were no longer intent on following Britain’s lead.

Undoubtedly, the unity of the “old” Commonwealth members – Britain, Australia, Canada, New Zealand and South Africa – against the axis powers in the Second World War did represent the pinnacle of Commonwealth cooperation.

At that time, the post-war Labour government hoped to use Commonwealth leadership to retain Britain’s status as a great power. The other Commonwealth governments, however, had been disappointed by Britain’s superior attitude during the war and wanted to show their sovereignty.

More significantly, to prevent India from leaving and to discourage other nations from wanting to leave too, common allegiance to the Crown was removed as the essential criteria for membership and the word “British” was dropped from the organisation’s title. The partnership was no longer based on imperial ties but on shared values and its multi-ethnic nature.

Still, the Commonwealth got divided along its “old-new” racial axis. Indeed, the “new” members, India, Pakistan and Sri Lanka, Malaysia, Ghana and Nigeria, championed anti-colonialism. In the cold war, Britain hoped its Commonwealth partners would help defend the Empire. But the Second World War had shown that Britain could no longer protect them. Instead, most Commonwealth members – including Britain itself – relied on the US for their security. Economically speaking, in 1945, Britain was Australia, New Zealand and South Africa’s largest market for their exports and the greatest supplier of their imports. These countries, though, soon developed regional trade links of their own, and ties with Britain steadily declined. Similarly, the “new” members gradually left Britain’s imperial trading system as they wanted greater autonomy. At the same time, Britain increasingly traded with Europe.

So what does the Commonwealth experience during the so-called “golden age” mean for Britain after Brexit?

For sure, the Commonwealth will not turn into a British-led military alliance. The United States will remain the UK’s key security partner. Britain will not be able to wield political leadership over the Commonwealth. Could galvanising Commonwealth trade resolve possible economic difficulties after Brexit? Australia, New Zealand, India and some smaller Commonwealth members want to increase trade with Britain. Yet, these countries are more interested in selling goods to Britain rather than buying British goods. It will take considerable time and effort to alter this balance, especially since Commonwealth countries long ago found alternative regional markets. Much will also depend on what kind of future trade deals Britain negotiates with both the EU and the United States.

Adpted from theconversation.com, Jan. 22, 2020

DOC 2 Growing into a strong nation

My first memory of being Indian in America was being called an «injun». This was around 1980. I was visiting my grandparents in rural Minnesota. The boy who called me an «injun» punched me in the stomach. Such reactions were typical of the distance that separated India and America for much of my life. I grew up between both countries, the son of an Indian father and an American mother, but my two homes always felt very far apart. For much of my childhood and early adulthood, India and America were literally – but also culturally, socially, politically and experientially – on opposite sides of the planet. When I moved to America in the early 1990s, India was little more than a cipher in the American imagination. People just had stereotypes of poverty and corruption, images of crowds, caste, cows and curry.

I've been thinking about those early years in America, because I just spent a few weeks back in the country. Most of all, I'm struck by the new optimism and enthusiasm prevalent in India, and especially its economic prospects. Today, India is hailed as a "roaring capitalist success story" and «the next economic superpower". Across America, I meet taxi drivers, shopkeepers and businessmen who speak admiringly about the opportunities and promise of a new India. Now people think of India in terms of technology, outsourcing, billionaires, Bollywood.

Even Wall Street is scared of Indians as they are "taking American jobs". India is seen as a thriving, modernizing nation. India is a country on the move now, a nation that is increasingly – and correctly – being recognized for its economic prowess and achievements. When I visit cities like Bangalore or Mumbai, I see swarms of young American interns and workers, all in the country to chase professional opportunities, escaping the economic stagnation at home. Who would have ever imagined that India would be creating opportunities for economic refugees from the land of opportunity? Yet, I can't help but wonder a little, too, about India's new global image.

For all its achievements, it's hard to accept India as an example of a roaring capitalist success story. Sometimes I feel that one set of stereotypes has just replaced another. Back in India now, I'm proud of all that this country has achieved over the last couple of decades – all the external signs of success (the gleaming technology parks, the new roads, the shopping malls) and all the other, less tangible transformations that I know are expanding horizons and opportunities for hundreds of millions of people. But I am also conscious of all that remains to be done: poverty is still rife despite the new economic success; the islands of deprivation have grown more resilient since the start of India's boom. We must realise the process of change and development will be long.

Adapted from *The New York Times*, November 6, 2009



DOC 4 Commonwealth literature does not exist

By this point, the Commonwealth was becoming unpopular with me. Isn't this the very oddest of beasts, I thought – a school of literature whose supposed members deny vehemently that they belong to it? Worse, these denials are simply disregarded! It seems the creature has taken on a life of its own. [...]

“Commonwealth literature”, it appears, is that body of writing created, I think, in the English language, by persons who are not themselves white Britons, or Irish, or citizens of the United States of America. By now “commonwealth literature” was sounding very unlikeable indeed. Not only was it a ghetto, but also it was an exclusive ghetto. And the effect of creating such a ghetto was, is, to change the meaning of the far broader term “English Literature” – which I'd always taken to mean simply the literature of the English language – into something far narrower, something topographical, nationalistic and possibly even racially segregationist.

Extract from the essay “Commonwealth Literature does not Exist” by Indian-born writer Salman Rushdie (1983), *Imaginary Homelands: Essays and Criticism* (1992), Penguin Books

 Activités

 TRAVAIL PRÉPARATOIRE

 Compréhension écrite

Répondez aux questions suivantes en anglais, en utilisant vos propres mots.

DOC 1

1. Explain the expression “Commonwealth ‘golden age’”.
2. Contrast this perception of a “golden age” with the reality.
3. Can the UK’s post-Brexit intentions become reality?

DOC 2

1. What do you learn about the author of the document?
2. How did India use to be seen by Americans?
3. What has changed in the perception and status of India?

DOC 3

1. What does this illustration represent?
2. Why can it be seen as propaganda?
3. Does it correspond to today’s reality?

DOC 4

What does Salman Rushdie mean by “Commonwealth literature does not exist”?

 **Tips CE :** *Rendre compte des idées en français (1)*

- Il ne s’agit pas d’une traduction littérale mais d’une restitution des idées principales, de la logique du raisonnement (montrez les connexions) et des points de vue exprimés.
- Ne dites pas « Le journaliste dit... explique... » : donnez les informations directement.

 Expression écrite et orale

EXPRESSION ÉCRITE

Write an article in which you show that Britain’s influence on the world is far from being dead (200 words minimum).

 **Tips EE :** *Commencer un paragraphe*

- Ne commencez pas par un exemple mais par un argument : demandez-vous ce que vous voulez prouver dans ce paragraphe et cela servira de première phrase.
- Essayez de connecter les informations entre elles d’un paragraphe à un autre.

Choose a symbol of the United Kingdom and present it orally. Speak for 5 minutes.

 **Tips EO** : Corriger sa prononciation

- Il faut vérifier la prononciation des mots sur des dictionnaires en ligne.
- Imiter au mieux des locuteurs natifs (films, journalistes, vidéos...).
- Ne cherchez pas à prononcer tous les mots et toutes les syllabes de la même manière (sous-accentuez certaines syllabes, rallongez le son d'autres syllabes...).

EN ROUTE VERS LE BAC

Synthèse de dossier

Traitez le sujet suivant en anglais.

Write a short commentary on the four documents (minimum 300 words). Analyse the evolution of the links between Great Britain and the Commonwealth. How independent have the former colonies become?

Compte-rendu en français

Faites un compte-rendu en français des idées principales de ce passage extrait du document 2: de « *I've been thinking about those early years in America* » à « *the land of opportunity* ».

Essai

Répondez au sujet d'argumentation suivant en anglais en 200 mots minimum.
How has the migrant crisis impacted Europe?

Questions d'examineur

1. Will the UK be stronger without the EU?
2. Do you think that Britain has illusions about itself?
3. Are there new forms of colonialisation today?
4. What is the British Dream?
5. What is reverse brain drain?

Bonus

Si vous le souhaitez, vous pouvez consulter les liens suivants pour compléter votre dossier en vue de l'épreuve orale.

Declaration of Commonwealth Principles



<https://thecommonwealth.org/declaration-commonwealth-principles>

What impact did decolonisation have on Britain?



<https://www.e-ir.info/2012/05/22/what-impact-did-decolonisation-have-on-britain/>


▲ CE QU'IL FAUT RETENIR

Le discours direct s'utilise lors d'une conversation. Le discours indirect sert à rapporter une conversation, expliquer ce que quelqu'un a dit ou pensé. Pour utiliser le style indirect, vous devez utiliser un verbe qu'on appelle **un verbe introducteur** et procéder à quelques **changements** de temps, de pronoms et d'indicateurs spatiaux temporels.

- | | |
|---|---|
| <p>➤ Discours direct</p> <ul style="list-style-type: none"> • now • today • tonight • yesterday • tomorrow • here • this • that • these • those | <p>→ Discours indirect</p> <ul style="list-style-type: none"> → then → that day → that night → the day before, the previous day → the day after, the next day, the following day → there → that → that → those → those |
| <p>➤ Discours direct</p> <ul style="list-style-type: none"> • I • you • he • she • it • we • they | <p>→ Discours indirect</p> <ul style="list-style-type: none"> → he/she → I/he/she/we/they → he → she → it → we/they → they |
| <p>➤ Discours direct</p> <ul style="list-style-type: none"> • présent simple • présent continu (am/is/are +V-ing) • present perfect (have/has + pp) • present perfect continu (have/has been + V-ing) • preterit simple • preterit continu (was/were + V-ing) • past perfect (had + pp) • futur (will) | <p>→ Discours indirect</p> <ul style="list-style-type: none"> → prétérit simple → prétérit continu (was/were + V-ing) → past perfect (had + pp) → past perfect continu (had been +V-ing) → past perfect (had + pp) → past perfect continu (had been +V-ing) → past perfect (had + pp) → conditionnel (would) |
| <p>➤ Discours direct</p> <ul style="list-style-type: none"> • can • will • must • may | <p>→ Discours indirect</p> <ul style="list-style-type: none"> → could → would → had to → might |

► Transformez les phrases au style direct en style indirect.

1. He said: "Commonwealth literature does not exist, I think".
2. She said: "I will look to the US for new trade deals next year".
3. Tom said to Jane: "I saw my cousin yesterday".
4. Alex asked Rose: "Are you sure I'm not disturbing you if I come and see you today?"
5. He said: "Commonwealth literature is a concept that was invented by non-white Britons".

ENTRAÎNEMENT AU THÈME

1. Le Premier ministre a dit que le Commonwealth ne deviendrait pas une alliance militaire.
2. Les membres du Commonwealth se sont demandé ce que la Grande-Bretagne avait décidé de faire.
3. Le Premier ministre australien a déclaré : « Nous sommes prêts à aider les Britanniques qui ont décidé de venir s'installer dans notre pays ».
4. Il a dit qu'ils étaient prêts à accueillir les Britanniques qui avaient décidé de venir s'installer là-bas.
5. « Nous chercherons de nouveaux partenaires quand nous aurons quitté l'Union européenne », a déclaré le Premier ministre britannique.