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Brave New Britain

FICTIONS ET RÉALITÉS

How do British dystopias mirror
British society?



SCENARIO

Visions of an ideal society represented by utopias have long existed in British culture. On the other side of the coin, dystopias, the dysfunctional and the worst possible features of a society, are also expressed in its culture and its arts. These dystopias can reveal the fears and concerns of a nation.

FINAL TASK

Prepare and present a news item about dystopian London in 2085



Black Mirror, Season 4 (2017)



- a. Look at the still from the British TV series "Black Mirror".
Guess who the characters are.

The woman on the left must be...

- b. The doctor is inserting a chip into the child's brain that provides parents with all sorts of information, from the child's location to their vitals, their fear levels and even their field of vision.

Debate: Does this episode show a utopia or a dystopia?
Justify your opinions.

In my opinion, it's clearly a...

prof. 43
élève 36

- technological progress
- a dystopia /dɪs'təpiə/ ≠ a utopia /ju:'təpiə/
- to insert a chip
- to protect sb from sth
- to track sb = to monitor sb

DOCUMENTS

1 Big Brother is watching you



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Tom Blackwell
One Nation Under CCTV

"It's been a while since I opened up Photoshop for a bit of cheeky image editing, so here's the latest experimental result! This one depicts a very British dystopia."

- Look at this Flickr page.
Find the title of the document.
- Choose the most logical meaning for "CCTV" in this context. Justify your answer.
 - China Central Television
 - Command and Control Training Vehicle
 - Closed-Circuit Television
- Write a comment giving your point of view about the picture.
- Read the title of the activity. Who is "Big Brother"?

Well, I'd say it refers to...

2 Nineteen Eighty-Four

prof. 44

- Listen to the opening chapter of "1984" by George Orwell.
Take notes about the action and atmosphere.



- Listen again and complete your notes.
In pairs, compare what you have understood.
Write a short paragraph to sum up the story.

The protagonist, Winston Smith, lives
in a dystopian future in which...

- What are the similarities or differences between Tom Blackwell's image and George Orwell's story?
- Imagine you live in the society described in "1984".
Write the rules that the citizens must follow.



People must (not)...
Citizens are not allowed to...

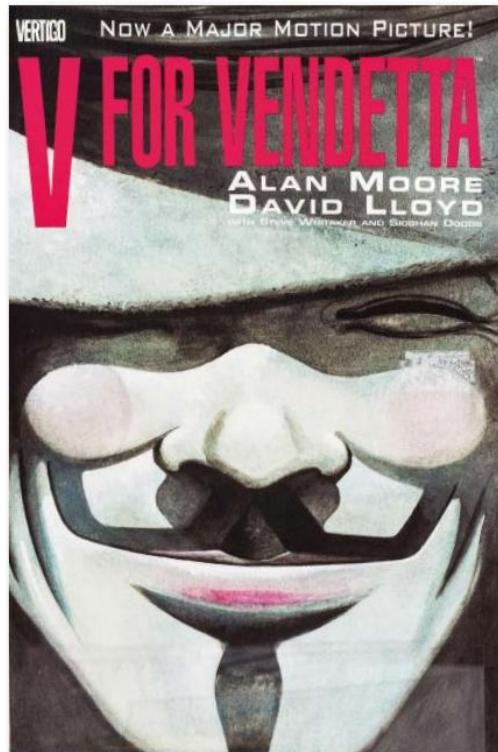
3 Guy Fawkes

Over the past decade, dissidents across the globe have appropriated the visage of Guy Fawkes, the infamous insurgent who tried to blow up the British Parliament in 1605, deforming the rebel into a widespread symbol of resistance.

The iconic version of the Guy Fawkes mask owes its popularity to the graphic novel and film "V for Vendetta", which centers on a vigilante's efforts to destroy an authoritarian government in a dystopian future United Kingdom. Although he didn't predict the mask's role in popular protest, David Lloyd, the artist who illustrated the comic, told The New York Times, "It's a great symbol of protest for anyone who sees tyranny."

Before "V for Vendetta" (which was published in serial form throughout the 1980s before being made into a 2005 film), Guy Fawkes costumes and effigies were only popular in the U.K. on Halloween and Guy Fawkes Day, a November 5 celebration that, by the 20th century, had been largely divorced from Fawkes' violent plot.

↑ A brief history of the Guy Fawkes mask, The Week (2013)



↑ V for Vendetta, Alan Moore and David Lloyd (1980-2000)

ANTICIPATE a. Look at the comic book cover.

Do you recognise the title?
What is it about?

ANTICIPATE b. Read the quote. Do you agree? Why (not)?

Rephrase it in your own words.
What is a "vendetta"?

c. Read the text. Find information about:

- what Guy Fawkes did,
- Guy Fawkes' mask,
- the film and the comic.

MEDIATION

d. In pairs, record a podcast about the link between "V for Vendetta", Guy Fawkes and the mask.

Upload the best ones to the school's website.



The protagonist of "V for Vendetta" wears a Guy Fawkes mask and, just like him, he...

“**People shouldn't be afraid of their government. Governments should be afraid of their people.**”

Alan Moore in
"V for Vendetta"

• oppressive

- a plot: une conspiration
- a tyranny = a dictatorship = an authoritarian government
- to blow up = to explode
- to lack privacy /privasi/ = to have little or no privacy
- to overthrow a leader / a government
- to portray = to depict
- to spy on /spaɪ/ ≈ to keep a close eye on
- to use surveillance cameras /so'veiləns/

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élève 37

• L'expression de l'obligation et de l'interdiction → p. 190

You must keep silent and obey.

People mustn't behave badly.

Citizens are not allowed to vote.

It is forbidden to protest against the government.

4 Community, identity, stability

TEXT 1 A grey building of only 34 stories. Over the main entrance the words, CENTRAL LONDON HATCHERY AND CONDITIONING CENTRE, and the World State's motto, COMMUNITY, IDENTITY, STABILITY.

5 "And this," said the Director opening the door, "is the Fertilizing Room."

He gave the students a brief description of the modern fertilizing process.

"Bokanovsky's Process," explained the Director, and the students underlined the words in their notebooks.

10 One egg, one embryo, one adult-normality. But a bokanovskified egg will bud, will proliferate, will divide. From eight to ninety-six buds, and every bud will grow into a perfectly formed embryo, and every embryo into a full-sized adult. Making ninety-six human beings grow where only one grew before. Progress.

15 But one of the students was fool enough to ask where the advantage lay.

20 "My good boy!" The Director wheeled round on him. "Can't you see? Can't you see?" He raised a hand; his expression was solemn. "Bokanovsky's Process is one of the major instruments of social stability!"

Standard men and women; in uniform batches.

25 "Ninety-six identical twins working ninety-six identical machines!" The voice was almost tremulous with enthusiasm. "Community, Identity, Stability." Grand words.

↑ **Brave New World**, Aldous Huxley (1932)

a. **Group A:** Read text 1.

Group B: Read text 2.

Identify: the place, the characters, the technological innovation that is presented.
Write a short text to present your extract.

This extract takes place in...

We learn that...

MEDIATION

b. In pairs, **present** your text to a pair of classmates from the other group who will **take notes**.

c. **Discuss:** Why are the rulers of this society implementing these techniques?

They want children to... so that they...
I guess their goal is to...

d. **Discuss:** What do you think about the techniques used? Are they forms of progress? What are the pros and cons of such techniques?



TEXT 2 They stepped into a shuttered dormitory. Eighty little cots stood in a row against the wall. A nurse rose as they entered and came to attention before the Director.

5 "What's the lesson this afternoon?" he asked.

"Elementary Class Consciousness," she answered.

The Director walked slowly down the long line of cots. Rosy and relaxed with sleep, eighty little boys and girls lay softly breathing. There was a whisper under every pillow.

"Elementary Class Consciousness, did you say? Let's have it repeated a little louder."

The Director walked up to a loud speaker and pressed a switch.

"Alpha children wear grey," said a soft but very distinct voice, "and they work much harder than we do, because they're so frightfully clever. I'm really awfully glad I'm a Beta, because I don't work so hard. And then we are much better than the Gammas and Deltas. Gammas are stupid. They all wear green, and Delta children wear khaki. Oh no, I don't want to play with Delta children. And Epsilons are still worse. They're too stupid to..."

The Director pushed back the switch. The voice was silent. Only its thin ghost continued to mutter from beneath the eighty pillows.

↑ **Brave New World**, Aldous Huxley (1932)

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élève 38

- a class system
- a guided tour /'gaɪdɪd/
- a mass production system
- to brainwash: faire un lavage de cerveau
- to breed human beings: élever des humains
- to bud: éclore
- to increase production
- to keep apart = to segregate /'segregeɪt/
- to replace sb easily
- to whisper

• Associer deux verbes grâce à to → p. 201

They want children to be class conscious.

They force them to listen to their ideas as they sleep.

VOCABULARY

→ Banque d'exercices p. 165



catastrophic
dark ≈ gloomy ≈ terrifying
fictional = imagined
futuristic
oppressive
thought-provoking
a dystopia ≠ a utopia
a nightmare | scenario vision
a totalitarian regime
= an authoritarian government
= a tyranny = a dictatorship
to | foretell | predict the future

a symbol of | protest resistance
to blow up
to overthrow | a leader a government
to protest
to wear | a mask a costume

ORIGIN: The Gunpowder Plot
a plot
a plotter = a conspirator
to fail ≠ to succeed



V FOR VENDETTA

FEATURES

BRITISH DYSTOPIAS

BRAVE NEW WORLD

HUMAN BREEDING

genetically-modified human embryos
to breed human beings
to gain social stability
to increase production
to replace sb easily

A CASTE SYSTEM

a caste = a social class
a class system
to brainwash
to keep apart = to segregate

1984



CCTV = closed-circuit television
an invasion of privacy
to control
to feel uneasy
to lack privacy
to spy on sb
to use surveillance cameras

Make your own mind map

Make a mind map with the words and expressions that best describe the dystopia of the Final Task.

PREPARATION TIME

How to create a news item

En cette période trouble de l'année 2085, informer sur la situation de la Grande Bretagne est crucial. Que vous soyez journaliste ou simple citoyen(ne), voici quelques conseils pour vous acquitter de cette tâche.

• Ayez une vue d'ensemble

- Gardez à l'esprit que votre reportage devra comporter quatre parties : une introduction ; la présentation de la situation à laquelle fait face la Grande Bretagne ; l'interview de citoyens ordinaires ; et une conclusion.
- Mettez-vous par trois et distribuez les rôles : décidez qui sera journaliste, qui jouera le rôle d'un(e) citoyen(ne) opposé(e) au régime, et qui sera un(e) citoyen(ne) à l'opinion plus ambiguë.

• Préparez à trois le début de reportage

- Pour introduire le reportage, le (la) journaliste doit se présenter, indiquer sa chaîne de télévision, et dire où il (elle) se trouve.
- Il (elle) doit ensuite communiquer les dernières nouvelles. Les informations doivent être suffisantes pour apporter une réponse à ces deux questions au moins :
 - quelles sont les règles de cette nouvelle société ? Employez **must**, **mustn't**, **be allowed to**...
 - quels sont les objectifs de la famille royale ? Utilisez **want** / **make** / **force sb to + V**.
- Enfin, il (elle) doit annoncer la seconde partie du reportage : les interviews.

• Préparez individuellement les interviews

- Si vous êtes journaliste, préparez vos questions. Essayez de savoir comment les citoyens réagissent à ce coup d'État, quelles valeurs comptent pour eux... Pensez aussi

à la façon dont vous conclurez et rendez l'antenne.

- Si vous êtes l'un(e) des interviewés, pensez aux questions que l'on pourrait vous poser et notez vos idées pour y répondre. N'oubliez pas que la parole n'est sans doute pas complètement libre dans ce monde dystopique, même si vous êtes sur la seule chaîne indépendante.

• Répétez ensemble vos rôles respectifs

- Marquez les pauses à réaliser à l'oral dans les passages que vous avez rédigés (/ pour une pause courte, // pour une pause plus longue) et entraînez-vous à respecter ce rythme.
- Cherchez la prononciation des mots qui vous posent problème et imitez-la le mieux possible.
- Répétez l'intégralité du reportage plusieurs fois, jusqu'à ce que vous soyiez tous à l'aise.

• Prenez l'antenne

Réalisez le reportage en direct en classe, ou bien filmez-le pour plus de réalisme. Dans tous les cas, faites preuve de professionnalisme ! Si vous optez pour un film, réfléchissez aux cadrages du (de la) journaliste et des interviewés. N'hésitez pas à utiliser un logiciel de montage tel que **Movie Maker** (Windows) ou **iMovie** (MAC) pour ajouter des titres, des sous-titres, ou un générique en postproduction. Votre objectif la crédibilité !

TRAIN YOUR VOICE



La prononciation de « -ow » et « -aw »

prof. 47
élève 39

1 Écoutez et répétez les phrases suivantes.

Concentrez-vous sur la prononciation des lettres en vert.

- These repressive **laws** won't allow us to vote.
- They built a **straw** wall to be protected and look down on us.

2 Classez les mots comprenant des lettres en vert en fonction de la prononciation de ces dernières : /ɔ:/ ou /au/.

3 Qu'en déduisez-vous sur le rapport entre la graphie et la prononciation de ces mots ?

FINAL TASK



PRESENT A NEWS ITEM ABOUT DYSTOPIAN LONDON IN 2085



It is the year 2085. After a coup*, Britain has become a country where the Royal Family holds all forms of power. The Parliament and the government have disappeared. As a journalist of BBC-X, the only independent TV channel still operating, present today's news to explain the new situation.

(*a coup = un coup d'État)

- a. In groups of three, **brainstorm** this dystopian scenario.
Decide the rules that the Royal Family has implemented, and their goals.
- b. **Decide on** your roles: TV presenter or one of the two interviewees.
The TV presenter: **Think about** the citizens. Are they happy? Why (not)?
Write a few questions to ask them.
The citizens: **Think about** your situation. Are you happy? Why (not)?
Keep in mind that one citizen is against the new regime and one appears more ambiguous.
- c. Three, two, one... You are on!



Good evening, this is BBC-X, I'm Jonathan Millar. Ten days after the coup, we now know what this new government is about. In this new society, people are not allowed to...

Let's hear what citizens think about these changes.

Épreuve 1



Période

➤ 2^e trimestre
de Première

Durée

➤ 1 heure

Note globale

➤ sur 20 :
10 points → CO
10 points → EE

Niveaux visés

➤ B1 (LVA)
➤ A2-B1 (LVB)

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Partie 1 ➔ COMPRÉHENSION DE L'ORAL

Shonda Rhimes, the creator of the new TV antiheroines

Fiche

Méthodo.

BAC CO

Fiche

Méthodo.

BAC EE

Écoutez l'enregistrement trois fois, puis **rendez compte** de son contenu en français, en répondant aux questions suivantes.

- Qui est Shonda Rhimes ? Quel est son métier ?
- Qu'apprend-on sur Olivia Pope (sur les plans personnel et professionnel) ?
- Pourquoi a-t-elle créé un tel personnage ?

Partie 2 ➔ EXPRESSION ÉCRITE

Choisissez et traitez l'un des deux sujets suivants en 120 mots au moins.

1

Present your favourite fictional antihero or antiheroine.

Talk about:

- his / her role in the plot,
- his / her personality,
- why he / she can be considered an antihero(ine).

2

Read this quote by Shonda Rhimes.

Do you agree? Why (not)?

"I wasn't really interested in whether or not the characters felt sympathetic in traditional ways. I feel like that is an old-fashioned notion for television, at this point in time."

Épreuve 2



Période

➤ 3^e trimestre
de Première

Durée

➤ 1 heure 30

Note globale

➤ sur 20 :
10 points → CE
10 points → EE

Niveaux visés

➤ B1-B2 (LVA)
➤ A2-B1 (LVB)

Partie 1 ➔ COMPRÉHENSION DE L'ÉCRIT

An antihero on the road

Fiche

Méthodo.

BAC CE

Fiche

Méthodo.

BAC EE

Read the extract of the novel "On the Road" that your teacher will give you. **Summarise** its content in English.

Partie 2 ➔ EXPRESSION ÉCRITE

Look at the image.

Imagine how the story of Dean Moriarty and the narrator will continue.

Write at least 120 words.



Film version of
"On the Road" (2012)

Épreuve 1   

Période

➤ 2^e trimestre
de Première

Durée

➤ 1 heure

Note globale

➤ sur 20 :
10 points → CO
10 points → EE

Niveaux visés

➤ B1 (LVA)
➤ A2-B1 (LVB)

Partie 1 ➔ COMPRÉHENSION DE L'ORAL

A dystopian theme park by Banksy

Regardez la vidéo trois fois, puis **rendez compte** de ce que vous avez compris (contenu, contexte...) en français.



↑ Dismaland, Banksyfilm (2015)

Partie 2 ➔ EXPRESSION ÉCRITE

Choisissez et traitez l'un des deux sujets suivants en 120 mots au moins.

1

Read this quote by Ally Condie.
Do you agree? Why (not)?

"The beauty of dystopia is that it lets us indirectly experience future worlds – but we still have the power to change our own."

2

In a forum, you read these two opinions about Dismaland. **Explain** which one you agree with most.

Jon: "I don't think the world is such a bad place as Banksy seems to imply. I would have preferred to go to a real amusement park."

Mike: "This is a very original and interesting way to look at the problems (intolerance, immigration...) that we face."

Épreuve 2   

Période

➤ 3^e trimestre
de Première

Durée

➤ 1 heure 30

Note globale

➤ sur 20 :
10 points → CE
10 points → EE

Niveaux visés

➤ B1-B2 (LVA)
➤ A2-B1 (LVB)

Partie 1 ➔ COMPRÉHENSION DE L'ÉCRIT

A future with no children

Read the extract of the novel "Children of Men" that your teacher will give you. **Summarise** its content in English by answering these questions.

- Who is the narrator?
- Why can we consider the novel a dystopia?
- What does the author mean in the last sentence?

Partie 2 ➔ EXPRESSION ÉCRITE

Choisissez et traitez l'un des deux sujets suivants en 120 mots au moins.

1

Write a short description of the novel "Children of Men" to sell it to potential readers.

2

Think about a real situation in the world that can be considered a dystopia. **Explain** it.

MORE BOOKS, FILMS... ABOUT THE TOPIC



7

Breaking bad

Books

- **Daughter of Deep Silence**, by Carrie Ryan (2015)
- **This Dark Endeavor**, by Kenneth Oppel (2011)
- **Heist Society**, by Ally Carter (2010)
- **H.I.V.E.**, by Mark Walden (2006-present)

Films

- **Ant Man** (2018)
- **Venom** (2018)
- **Robin Hood** (2018)

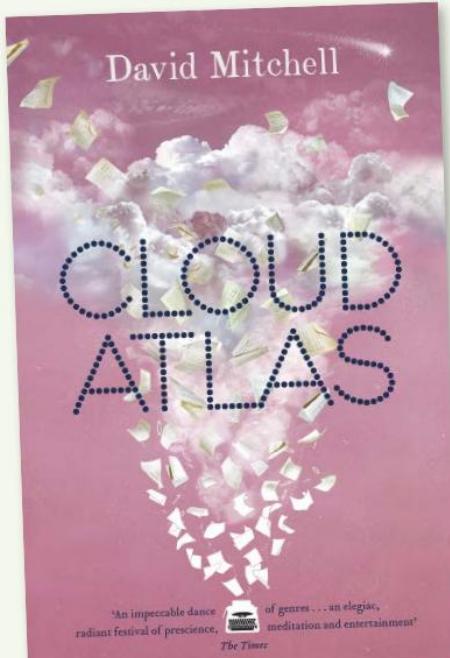
TV Series

- **A Series of Unfortunate Events** (2017-2019)
- **Jessica Jones** (2015-2018)
- **Fargo** (2014-present)
- **Breaking Bad** (2008-2013)

TEDx Talks

- **What Makes a Hero?** (2015)

UNMISSABLE



8

Brave New Britain

Books

- **The Long Earth Series**, by Terry Pratchett and Steven Baxter (2012)
- **Never Let Me Go**, by Kazuo Ishiguro (2010)
- **Cloud Atlas**, by David Mitchell (2004)

Films

- **Anon** (2018)
- **Children of Men** (2006)
- **Brazil** (1985)



TV Series

- **Humans** (2015-present)

Art Performances

- **Dismaland** (2015)