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Never forget!

LE PASSÉ DANS LE PRÉSENT

What do people do in the British Isles to keep the past alive?



↑ The Crown, Season 2 (2018)

SCENARIO

The persistence of the past in our everyday life shapes our present. Re-enacting past events, visiting museums, watching historical films or listening to songs about the past are experiences which can make us understand the history of a country. Many examples can be found in Britain and in Ireland.

FINAL TASK

Create a “time capsule”



- Look at the still from “The Crown”. Who is presented here? Brainstorm all you know about her.
- Would you like to watch this historical drama TV series? Why (not)?
- Do you think films are always a good way to learn history?

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élève 26

- accurate ≠ inaccurate
- reliable /rɪ'lɪəbəl/ ≠ biased /'baɪəst/
- to be interested in sth = to be into sth
- to have educational value
- to trust ≈ to believe
- to understand historical events

DOCUMENTS

1 A place to remember

ANTICIPATE

- Brainstorm all you know about Ireland's past and present.
Look at the still. What are these men possibly doing?
- Watch the video. Discuss: What is its aim?
- Explain the title of the video in your own words.
To remember what happened in the past...
- Explain why museums are important in your opinion.



VIDEO

vidéo 15



TRAIN YOUR VOICE



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La prononciation des mots en « -age »

- Écoutez ces mots. Concentrez-vous sur la prononciation de « -age ».
engage collage stage damage mirage heritage
- Classez ces mots selon leur prononciation :
- /ɪdʒ/ lorsque la dernière syllabe n'est pas accentuée,
- /eɪdʒ/ lorsque la dernière syllabe est accentuée,
- /a:ʒ/ lorsque le mot est d'origine française.
- Prononcez les mots précédents avec soin.

↑ Preserving the past, shaping the future,
Local Authority Museums' Network (2016)

2 Flower of Scotland

ANTICIPATE

- Look at the picture. Read the caption.
Imagine what "Flower of Scotland" might be.
- Listen to the audio report. Answer the questions:
1. Who wrote the song? 3. What made it successful?
2. What is it about? 4. How is it used nowadays?
- Read the lyrics.
Find all the pronouns in the text. Who or what do they refer to?
- Think about your national anthem. What is it about?
Write a text comparing it with the Scottish anthem.
Share it with a school in Scotland.

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MEDIATION



O Flower of Scotland

When will we see your like again
That fought and died for
Your wee bit Hill and Glen
And stood against him
Proud Edward's Army
And sent him homeward
To think again. (...)

Those days are passed now
10 And in the past they must remain
But we can still rise now
And be the nation again
That stood against him
Proud Edward's Army
15 And sent him homeward
To think again.

↑ Flower of Scotland,
Roy Williamson (1967)

← Scottish players stand in line singing
"Flower of Scotland" before a rugby match.

3 A way to remember

ANTICIPATE

- Look at** the image.
Read the caption.
What is a “re-enactment”?
- Read** the text and **separate** it **into** three different parts.
Give a title to each.
- Read** again from line 15 (“I hadn’t realised...”) to the end.
Explain it in your own words.
The writer means that...
- If you had to take part in a re-enactment, which historical event would you choose? Why?
- Look for** information about the Battle of Hastings: **who, what, where, why.**



The history teacher had been given the cursed Friday afternoon lesson which normally consisted of pupils talking among themselves and discussing what they were going to do at the weekend while the teacher valiantly tried to get through the material of the lesson in vain. However, the teacher said that we were to have a different lesson that day. He took us all to the drama theatre and passed out a plastic sword and shield and we lined up on the stage. The teacher explained that we were going to re-enact the Battle of Hastings. Throughout the lesson we re-enacted the battle, half the class as Normans, and the other half as Saxons, with the teacher giving step by step analysis of the battle while we acted out what he said. By the end of the lesson we had finished the battle and had even seen a death scene from a student! (...) I hadn't realised that history could be so interesting. I know that the lesson was etched onto my brain because when I took an exam I remembered the lesson vividly.

Reaching Boys, Teaching Boys, M. Reichert & R. Hawley (2010)



A re-enactment of the Battle of Hastings in Sussex, England

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- **memorable** /'memərəbl/ ≈ **unforgettable**: inoubliable
- **vivid**: vif / vive, vivant(e)
- **a national anthem** /ænθəm/: un hymne national
- **to attract visitors**
- **to be a reminder of**: être un rappel de
- **to bring to life** ≈ **to relive** /ri'lív/
- **to commemorate**
- **to go back in time**: remonter dans le temps
- **to pass on**: transmettre
- **to re-enact** /ri:t'nækɪt/: reconstituer
- **to wear a period costume**: porter un costume d'époque

• **Le présent** → p. 211

In 2013, the Riverside Museum **won** the European Museum of the Year Award.

• **Le passé simple** → p. 212

Over the years, people **have called** Ireland in different ways.

• **Le passé composé** → p. 213

Before that famous lesson, he **had** never **thought** that history could be so interesting.

4 Based on true facts

1



↑ Dunkirk, Christopher Nolan (2017)

2



↑ Suffragette, Sarah Gavron (2015)

3



↑ Bohemian Rhapsody, Bryan Singer (2018)

ANTICIPATE

a. Do you like historical films and TV series?

Which one do you remember most?

What was it about?

I love... It tells the story of...

I've recently watched... I've learned about...

b. Look at these stills.

What do you know about the stories that they tell?

I haven't seen..., but it must be about...

This film focuses on..., who / which was...

c. Imagine you are a film director.

Present an idea for a film based on a historical event.

Explain the plot and find a title for your film.

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- **moving:** émouvant(e)
- **realistic** /ri:ə'listik/
- **the landing:** le débarquement
- **to be set in**
- **to capture a period of time**
- **to fight for**
- **to pay tribute to** /tribju:t/ : rendre hommage à
- **to portray** = **to depict**

VOCABULARY

→ Banque d'exercices p. 183



an art curator
an artist
a film director
a historian
a history teacher
a re-enactor
a writer

freedom ≈ independence
a historical figure
an invasion
a victory ≠ a defeat
a war > a battle

to bring to life a historical event
to capture | a moment (in time)
a fact
a period (of time)
to commemorate
to find out about the past
to keep | a heritage | alive
the past
to look back on our history
to pay tribute to
to relive the past
to remember

WHO

WHAT

WHY

COMMEMORATING HISTORY

HOW

a book
an exhibition
a museum
a documentary
a historical | film
series = TV show
a history class
a national anthem
a re-enactment

appealing
memorable ≈ unforgettable
moving
passionate
patriotic
realistic
striking
thought-provoking
vivid

Make your own mind map

Make a mind map with words and expressions related to an historical event that happened in the British Isles.

PREPARATION TIME

How to create and present a time capsule

• Choisissez votre événement

Veillez à choisir un événement qui s'est produit dans les îles Britanniques. Vous pouvez utiliser les documents étudiés dans l'unité pour trouver des idées de thématiques ou de lieux.

Quels événements ont eu lieu après votre naissance ?

1. Andy Murray winning Wimbledon
2. Scottish independence referendum
3. The opening of the Tate Modern
4. Film "The Queen" released
5. Brexit referendum

• Faites des recherches

- a. Choisissez des pages Internet dont la source est fiable.
- b. Pensez à recueillir des informations sur les réactions des personnes concernées, afin de pouvoir évoquer les sentiments et émotions éprouvés à cet instant de l'histoire.
- c. Cherchez des documents, photos ou images qui soient parlants et intéressants, afin de capter l'attention des générations futures.
Mettez-les dans votre capsule !

Vous devez préparer une capsule temporelle sur les Jeux olympiques de Londres en 2012. Quel objet choisiriez-vous en priorité ? Pourquoi ?



A picture of
Mo Farah



A postcard
from London



A trophy

• Préparez votre présentation

- a. Expliquez ce qui a motivé vos choix. Utilisez vos notes pour la prise de parole, mais sans lire de phrases complètes. Vous devez avoir l'air parfaitement naturel(le) !
- b. Entraînez-vous devant un(e) camarade et demandez-lui de noter les améliorations à envisager en matière de prononciation.

• Présentez-vous

Pensez à écrire votre nom, votre nationalité et la date sur une feuille que vous mettrez dans la capsule temporelle, pour que les générations futures sachent qui s'adresse à eux.

TRAIN YOUR VOICE



L'accent de phrase (3)

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- 1** Écoutez cette phrase. Quels mots ne sont pas accentués (formes réduites) ? Que pouvez-vous en déduire ?

I think that Meghan and Harry represent a very modern couple.

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- 2** Écoutez et répétez la phrase suivante. Écrivez-la sur votre cahier et barrez les mots non accentués. Répétez-la à nouveau.

I've chosen to put this picture in my time capsule because it represents perfectly the excitement of the people attending the Royal Wedding reception.

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- 3** Écrivez la phrase suivante et barrez les formes réduites. Vérifiez maintenant avec l'enregistrement et entraînez-vous à la prononcer correctement.

It has been shocking to read about Meghan Markle's private life.

FINAL TASK



CREATE A “TIME CAPSULE”



Your school is participating in a time capsule project. Every student has to choose a recent event that took place in the British Isles, to pass on to future generations.

- a. **Choose** an event that happened after you were born.
- b. **Do some research** about it. **Take notes** about the main information: **who, what, where, when, why, how**. **Think about** the consequences (how people reacted, what happened afterwards...).
- c. **Look for** pictures, drawings, objects, symbols, press cuttings... that define the event you have chosen. **Put** them in your time capsule.
- d. **Present** it and **explain** why you have chosen this event and these objects.
- e. **Keep** your time capsule safely at home, **bury** it or **create** a collective time capsule with your classmates. Maybe you will open it together in the future!



On May, the 19th 2018, Prince Harry and Meghan Markle got married at...



Many people in the crowd were waving the British flag; that's why I have chosen to put a small Union Jack in the time capsule.



It was a memorable day as Meghan is not a conventional wife in the British royal family. Look at this souvenir!



MORE BOOKS, FILMS... ABOUT THE TOPIC

LE PASSÉ DANS
LE PRÉSENT



5 School days

Books

- **Gentlemen & Players**,
by Joanne Harris (2005)
- **I'm a Teacher, Get Me Out of Here!**,
by Francis Gilbert (2003)
- **Boy: Tales of Childhood**,
by Roald Dahl (1984)
- **St. Clare's**,
by Enid Blyton (1941-1945)

Films

- **Wild Child** (2008)

TV series

- **Ackley Bridge** (2017-today)
- **Big School** (2013-2014)
- **Waterloo Road** (2006-2015)

Documentaries

- **Harrow: A very British School** (2013)
- **Educating...** (2011-today)

6 Australia: the making of

Books

- **Down Under**, by Bill Bryson (2010)
- **Australia: A Biography of a Nation**,
by Philip Knightley (2000)
- **Follow the Rabbit-Proof Fence**,
by Doris Pilkington Garimara (1996)
- **Mutant Message Down Under**,
by Marlo Morgan (1994)



7 Never forget!

Books

- **When we were Warriors**,
by Emma Carroll (2019)
- **A Useless Mouth**,
by Sophia Burnett (2018)
- **The Twelfth Day of July**,
by Joan Lingard (2016)

Films

- **The Favourite** (2019)
- **Darkest Hour** (2017)
- **The Iron Lady** (2011)



TV series

- **Britannia** (2018-today)
- **Derry Girls** (2018-today)
- **Victoria** (2016-today)
- **Horrible Histories** (2015-today)
- **Peaky Blinders** (2013-today)
- **Downtown Abbey** (2010-2015)

Documentaries

- **They Shall Not Grow Old** (2018)

Songs

- **Sunday Bloody Sunday**,
by U2 (1983)