

# 5

# School days

LE PASSÉ DANS LE PRÉSENT

How have British schools adapted to modern times?



↑ Harry Potter and the Prisoner of Azkaban, Alfonso Cuarón (2004)

## **SCENARIO**



What do you think of when you hear the words "British School"? You might think of uniforms, strict teachers, classy boarding schools... However, is it the reality of British schools today?



## **FINAL TASK**

**Write the script  
of a short film**



- a. **Look at** this still from "Harry Potter and the Prisoner of Azkaban". **Focus on** the foreground. **Say** everything you know about the characters.

**In the foreground I can see...**  
**I guess they are... because...**

- b. **Focus on** the background. What are these buildings? **Brainstorm** words and expressions that come to mind (atmosphere, architecture...).

**I'd say that this is...**  
**They look like a...**

prof. 19  
élève 18

- a **majestic building** /'beɪldɪŋ/
- a **castle** / a **mansion** /'mænʃən/
- a **tower** /'taʊə/: une tour
- to look like sth = to **remind** sb of sth /rɪ'maind/



# DOCUMENTS

## 1 Malory Towers



### 1. On the way to the new school

They rounded a corner. Alicia nudged her arm. "There you are, look! Over there, on that hill! The sea is behind, far down the cliff, but you can't see that, of course." Darrell looked. She saw a big, square-looking building standing high up on a hill. The hill was really a cliff, that fell steeply down to the sea. At each end of the gracious building stood rounded towers. Darrell could glimpse two other towers behind as well, making four in all. North Tower, South, East and West. The windows shone. The green creeper that covered parts of the wall climbed almost to the roof in places. It looked like an old-time castle.

The coach turned another corner and Malory Towers was lost to sight. It came into view again, nearer still, round the next corner, and it wasn't very long before all the coaches roared up to the flight of steps that led to the great front door. "It's just like a castle entrance!" said Darrell. "Yes," said Gwendoline, unexpectedly, from behind them. "I shall feel like a fairy princess, going up those steps!" She tossed her loose golden hair back over her shoulders. "You would!" said Alicia, scornfully. "But you'll soon get ideas like that out of your head when Potty gets going on you."

### 2. First day at school

All the school met each morning for prayers. The girls stood together in their classes—first-formers of North Tower, South, East, and West Tower, all together, and so on. Darrell took a nervous look at her class. What a big one it seemed! About twenty-five or thirty girls, surely. There was Mam'zelle Dupont, singing lustily, and the teacher beside her must be the other French mistress. Darrell thought she looked bad-tempered. Alicia told her which the other mistresses were. "That's the history mistress, Miss Carton over there—see her—the one with the high collar and pince-nez glasses on her nose. She's frightfully clever, and awfully sarcastic if you don't like history. And that's the art mistress, Miss Linnie—she's awfully nice. Very easy-going."

### 3. In the classroom

"Sh!" said the girl at the door. "Here comes Potty!" There was silence at once. The girls stood up, and looked straight before them as they heard the quick, light steps of their form-mistress coming down the corridor outside. She swept into the room, nodded to the girls and said, "You can sit!" They sat down and waited in silence. Miss Potts took out her list of names and checked them all. Then she turned to the expectant faces before her.

First Term at Malory Towers, Enid Blyton (1946)

a. **Read** the text.

**Give** all the contextual elements you can about the situation.

b. **Read** the first part.

**Draw** the school based on what you have read.

**Focus on** lines 11-13. What is Alicia suggesting about Miss Potty?

Potty must be...

Alicia is suggesting that...

c. **Read** the second part.

**Make a list** of all the words and expressions used to describe each teacher's personality.

d. **Read** the third part.

**Write** a short description of Miss Potty's personality.

e. **Gather** everything you know about the school, the teachers and the students.





## 2 A home away from home

ANTICIPATE

- a. Look at the title of the activity, the still, the caption and the images.

**Brainstorm** ideas about Sevenoaks School.

**It may be a place where...**

**It is probably a very... school because...**

- b. Watch the video to **check your ideas**.

Make a **list** of the facilities of this boarding school.

- c. Compare Sevenoaks to Malory Towers.

What is your opinion about Sevenoaks School?

**Sevenoaks seems to be a lot more... than...**

**I imagine Malory Towers would be more...**

- d. You have spent your first month at Sevenoaks.

Write an email to your parents.

Talk about: **teachers, students, facilities, feelings, experiences**.



VIDEO

vidéo 11



Boarding life at Sevenoaks School (2016)



### TRAIN YOUR VOICE



prof. 20

élève 19

#### Les différentes prononciations du « a »

- 1 Écoutez et répétez ces mots : **fat, cat, pal, fate, educate et pale**. Concentrez-vous sur la prononciation de la lettre « a ».
- 2 Classez les mots selon le son qui leur correspond : /æ/ ou /eɪ/.
- 3 Déduisez la règle : Quand « a » est situé entre deux consonnes en fin de mot, comment fonctionne généralement sa prononciation ? Que se passe-t-il selon qu'on trouve ensuite un « e » muet ou pas ?
- 4 Entraînez-vous à répéter les phrases suivantes.
  - a. There's a lot of **jam** for **James**.
  - b. At any **rate**, I **hate** this **rat**!
  - c. His **mate** is sitting on the **mat**.



prof. 21

élève 20

- **cosy** = **comfortable** /'kʌmftəbəl/
- **exciting** /ɪk'saitɪŋ/: palpitant(e)
- **friendly** = **nice** = **easy-going** ≠ **obnoxious** = **bad-tempered**
- **strict** ≠ **flexible** /fleksəbəl/
- **a boarder** ≠ **a day student**
- **a boarding school** /ba:dɪŋ/ : un internat ≠ **a day school**
- **extracurricular activities**: activités périscolaires
- **a recreation room** /ri:krr'eʃən/: une salle de jeux
- **a school facility** /fɔ:siliti/: un équipement scolaire
- **to feel like home**
- **to feel integrated** = **to feel like you belong**
- **to get on (well) with sb**: bien s'entendre avec qqn

#### • Le comparatif → p. 208

This dorm is **more comfortable than** the old one.

The food is **tastier than** in a restaurant.

The canteen is **(not) as big as** the one in my old school.

#### • Le préterit → p. 211

Everybody **stood up** when the teacher **opened** the door.

#### • Les subordonnées relatives → p. 219

This is the place **where** I will spend the year.

I have classmates **who** never behave properly.

### 3 Uniform equality

ANTICIPATE

- a. Look at the pictures. What is traditional and what is modern in these pictures?

**Girls / Boys wearing... is...**  
**I'd say that what is traditional / modern is that they are...**

- b. Read the text. Explain what Jamie Barry did and the reasons for it.



↑ Multi-ethnic City of Leeds School (2018)

For headteacher Jamie Barry, introducing a gender-neutral school uniform policy at his Bristol primary school was just basic common sense. "Why would we define our children by the clothes they wear?"

Girls at Parson Street school already had the option to wear whatever the boys could wear, but Barry's new policy enabled boys to wear skirts and dresses for the first time. The fact that not a single boy has chosen to do so in the year since the policy was introduced doesn't matter to Barry. "For me, this was about creating a culture of acceptance. Children are not born homophobic or discriminatory, they are exposed to those influences as they grow up. At Parson Street, we believe children should grow up seeing and experiencing equality."

(...) For some schools, though, dividing up girls and boys through uniform is part of their tradition, says Neil Roskilly, chief executive of the Independent Schools Association. "Each school will make sure their uniform is in line with their values. Parents who don't like that uniform

- c. Explain what happened at Isca Academy in Devon. What do you think of this protest?



- d. Create a collaborative document.

**Group A:** Write down other problems that students who wear uniforms may face.

**Group B:** React to your classmate's ideas.

Propose actions to solve them.



↑ Isca Academy students in skirts (2017)

can either choose to take their child to another school or ask the school to review its policy —which I think most would be happy to do."

Earlier this year, boys at Isca Academy in Devon were denied the right to wear shorts during a heatwave and wore skirts in protest. By the end of the week, headteacher Aimee Mitchell announced that all boys would be allowed to wear shorts next summer, while those who wore skirts would not be punished.

Over in Bristol, Barry is reaping the rewards of his gender-neutral uniform policy. The school recently won a Gold Best Practice award from the LGBT education charity Educate & Celebrate.

"Removing the association of 'boys' or 'girls' with particular clothes in a school uniform policy may not change the way students dress but it could be a huge deal to young people who don't identify as a boy or a girl," he says. "It may give them the acceptance that they need. Until we do that, it's going to be much more difficult for children to say: I am who I am."

↑ School trousers or skirts for all, The Guardian (2017)

- **a blazer** /'bleɪzə/
- **discrimination** /dɪskrɪmɪ'nɛfʒn/
- **equality** /i'kwɒlɪti/

- **a skirt** /skɜ:t/ : une jupe
- **a tie** /taɪ/ : une cravate
- **trousers** /traʊzəz/ : un pantalon

- **to enhance school pride**
- **to save money**
- **to wear a uniform** /ju:nɪfɔ:m/

prof. 22  
élève 21

# VOCABULARY

→ Banque d'exercices p. 181



big ≈ huge ≈ impressive  
old ≠ new ≈ modern  
a boarding school ≠ a day school

## THE BUILDING

the canteen = the cafeteria  
a classroom  
a corridor  
a dorm  
a hall  
a recreation room  
sports facilities  
the teacher's office



## UNIFORMS

# BRITISH SCHOOLS

## PEOPLE

### PUPILS

a boarder ≠ a day student

### BEHAVIOUR

to attend classes  
≠ to skip classes  
to be | quiet  
on time  
to behave properly  
to follow the rules  
to learn  
to listen ≈ to be attentive  
= to pay attention

### TEACHERS

clever	foolish
good-tempered	bad tempered
nice ≈ friendly ≈ easy-going	unfriendly
permissive ≈ flexible	strict ≈ demanding
to congratulate	to blame
to encourage	to punish
to inspire	to scare
to teach	



### FEELINGS AND EXPERIENCES

to adapt to a situation	to feel   frustrated lonely upset
to be / feel excited	
to feel like   home you belong	
to fit in ≈ to adapt to sth	
to get on (well) with sb ≈ to have a bond with sb	
to have fun	
to settle in	
to socialise ≈ to make friends	



### Make your own mind map

Make a mind map with words and expressions that correspond to your life in a high school in France.

# PREPARATION TIME

## How to write a screenplay

Vous devez écrire le script d'un court-métrage qui se déroule dans une école britannique et devenir le nouveau Spielberg ? Suivez les étapes suivantes !

### Avant l'écriture

#### • Trouvez le décor

- Décidez si votre film se déroule dans une école plutôt traditionnelle ou moderne.
- Ayez une image très claire du décor de votre histoire. Vous pouvez vous inspirer de films que vous connaissez ou d'atmosphères découvertes dans l'unité.
- Vous trouverez des suggestions de films et de séries dans la section **More books, films... about the axe** (p. 78). Regarder leur bande-annonce sur Internet peut vous aider à trouver des idées.

#### • Préparez votre script

Définissez de façon précise le scénario de votre court-métrage :

- Quelle sera l'intrigue ? Si elle est bien trouvée, vous devez pouvoir la résumer en quelques lignes.

**Identifiez** le film auquel correspond ce scénario.  
Qu'est-ce qui rend ce texte intrigant ?

"Tris Prior lives in a futuristic world in which society is divided into five factions. As each person enters adulthood, he or she must choose a faction and commit to it for life. However, Tris finds out that he or she does not fit in any faction."

- Combien de personnages y aura-t-il ? Pour clarifier vos idées, n'hésitez pas à réaliser une carte mentale des personnages et des lieux du film.

- Combien de scènes y aura-t-il ? Gardez à l'esprit que chaque scène ne doit inclure qu'un seul évènement principal.
- N'oubliez pas qu'il s'agit de fiction. Le réalisme n'est donc pas obligatoire. Soyez créatifs(ives) !

### Pendant l'écriture

#### • Trouvez les mots justes

- Faites attention à l'orthographe et utilisez un vocabulaire précis pour parler de votre école britannique.
- Suivez la structure modèle (p. 61).
- Attention : pour les didascalies, veillez à employer le présent de narration.

### Après l'écriture

#### • Lisez votre script

Lisez votre texte à voix haute pour contrôler que les dialogues paraissent naturels et que les didascalies fournissent bien toutes les indications nécessaires au jeu des acteurs et à la mise en scène de l'histoire.

#### • Répartissez les rôles

- Définissez qui interprétera les différents personnages.
- Si possible, utilisez quelques accessoires, tenues et éléments de décor pour rendre votre film plus crédible.
- Vous êtes désormais prêt(e)s à jouer la scène devant vos camarades !

# FINAL TASK



## WRITE THE SCRIPT OF A SHORT FILM



A British production company wants to make a 3-minute film set in a British school. They are looking for scripts. You have decided to send them a proposal.

- a. In groups of six, **decide on** the setting of your film: how traditional or modern is the school?
- b. **Choose** one of the titles your teacher will give you.
- c. Together, **come up with**:
  - the plot (what happens),
  - the number of characters (teachers and students).
- d. **Divide** your work. Each pair **focuses on** one of these elements.  
Pair 1: The school (type of school, name, location, buildings, places, atmosphere, activities...).  
Pair 2: The teachers (name, personality, subject...).  
Pair 3: The students (name, origin, personality...).
- e. **Write** the script together. **Adjust** the title if necessary.
- f. You can **play** the short film in front of the class.

SCENE HEADING  
Location or  
setting and time of day

**MATH CLASS AT SEVENOAKS SCHOOL**  
**- 8.30 AM**

ACTION BLOCK  
Description  
of the scene and what  
characters are doing

The first class of the morning is about to end.  
Ms Jones, the new Math teacher, is distributing  
the quiz results.

DIALOGUE

**Ms Jones:** Ok, that's all for today. Audrey,  
Harvey, please remain here for a while. We need  
to talk.

**Audrey:** What is it?

**Harvey:** Is it about the quiz result?

**Ms Jones:** Yes. I am very disappointed with  
both of you. What happened? Was it that  
difficult?

**Audrey:** Yes. It was way more difficult than the  
previous one. I just didn't know what to answer...

...

THE CHARACTERS' NAMES