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## Schooldays

### Teacher's notes

#### Summary

This DVD programme can be used as support to materials in Unit 8 of the Student's Book. It is a documentary about two generations of a family from a village in the Midlands, in the centre of England. The parents went to the same school as their children.

#### Language focus

**Grammar:** present simple and past simple; modal structures: obligation and permission

**Vocabulary:** *cane, cap, chew gum, detention, dressmaking, homework, lines, punishment, ruler, school rules, school uniform, shorthand and typing, slipper*

*Lines* is a form of punishment where the student has to write the same sentence many times.

*Yellow sheet* is a written warning from the teacher. It's yellow to show the seriousness of the offence.

*Detention* is a common form of punishment in modern British schools. Students have to stay in a classroom under supervision for a fixed period of time, usually after school.

#### Background information

Comprehensive schools were introduced in the UK about the time the parents in this programme went to secondary school. The comprehensive school system was based on the principle that children of all abilities could study together in the same school (and often in the same class). The main differences between the parents' experience of education and that of their children is in the range of school subjects, the specialisation of boys and girls into different subjects, and the approach to discipline. For example, Gillian talks about studying shorthand and typing and dressmaking. These two subjects were considered necessary to prepare girls both for secretarial work and home-making. Now boys and girls all study the same subjects.

#### Language notes

*Would* occurs when the adults talk about their past experiences. It is used to talk about habitual actions in the past.

*Shorthand* was more commonly used in the past. It is a written code used by secretaries and journalists to transcribe dictated letters and interviews. They can then write up the text in full later on.

*Ruler, slipper, cane* are all forms of corporal punishment that were used in the past. In Britain today, physical punishment has been abolished in schools.

#### Procedure

##### Before you watch

- 1 Put the students into groups and tell them to discuss the questions. If some students are still at school you could ask them to talk about their earlier school years.

##### While you watch

###### PART 1 (00:00–01:07)

- 2 Play Part 1 and tell the students to complete the family tree with the names in the box and the ages of the children.

a) John   b) Pauline   c) Tom  
d) Connie   e) 14   f) 12  
g) 14   h) 12

## Optional extension

To provide practice of family vocabulary ask the students to answer the following questions.

- Which two of the adults are related by birth?
- What are the relationships between the eight members of the two families?

*Example:* Claire is Gillian's daughter .

- Gillian is Tom's \_\_\_\_\_ and Luke and Connie's \_\_\_\_\_ .
- Jeff is Connie's \_\_\_\_\_ and Tom and Claire's \_\_\_\_\_ .
- Tom is Claire's \_\_\_\_\_ .
- Connie is Luke's \_\_\_\_\_ .
- Luke is Jeff's \_\_\_\_\_ .
- Tom and Luke are \_\_\_\_\_ .
- John is Gillian's \_\_\_\_\_ and Pauline's \_\_\_\_\_ .
- Pauline is Jeff's \_\_\_\_\_ and John's \_\_\_\_\_ .

Play Part 1 again if necessary so that they can check their answers.

- John and Jeff. They are brothers.
- 1) mother; aunt  
2) father; uncle  
3) brother  
4) sister  
5) son  
6) cousins  
7) husband; brother-in-law  
8) wife; sister-in-law

### PART 2 (01:08–03:06)

- Give the students a few minutes to read through the statements. Then play Part 2 and tell the students to decide whether the statements are true or false. You could ask them to try and correct any false statements.

- T
- F (she did like her)
- F (it's PE)
- T
- F (Connie doesn't study dressmaking or shorthand and typing. However, she does study modern languages, geography and sport which Gillian didn't study.)
- T
- T
- T

### PART 3 (03:07–04:38)

- Ask the students to read the text and complete the school rules using the words in the box.

- |                    |               |
|--------------------|---------------|
| a) stand           | f) hit        |
| b) smoking; walk   | g) lines      |
| c) wear            | h) move; ring |
| d) gum             | i) hour's     |
| e) arrive; uniform |               |

Ask the students to watch Part 3 and check their answers.

### PART 4 (04:39–06:18)

- Before watching Part 4, ask the students to read the sentences and guess the correct options. Then play the programme and tell the students to check their answers.

- |                  |                  |           |            |
|------------------|------------------|-----------|------------|
| a) enjoyed       | b) fast          | c) had to | d) have to |
| e) can sometimes | f) will probably |           |            |

If there is time, let the students watch the complete programme at the end so they can enjoy the whole film.

## After you watch

- Put the students into pairs and ask them to say what is similar and different in the parents' and children's experience of school.

*Possible answers:*

Differences: punishments, meals, school subjects, school rules  
Similarities: homework, uniforms

- Put the students into groups and ask them to compare their own experiences with the people in the programme. Offer them examples from your own schooldays.

## 5

## Schooldays

DVD script (06:18)

(N = Narrator; I = Interviewer; J = Jeff; Jo = John;  
P = Pauline; G = Gillian; T = Tom; L = Luke;  
C = Claire; Co = Connie)

## PART 1 (00:00–01:07)

N: The beautiful village of Helmdon is in the Midlands, in the heart of England. People have lived here for generations and many of them work on farms. It's a small community with a church and a pub.  
This is Tom and his sister, Claire. And this is Luke, and his sister, Connie. The boys are fourteen and the girls are twelve. They all go to Magdalene College School, which is just outside the village.  
And these are Tom and Claire's parents, Gillian and John. And John's brother Geoff, and his wife Pauline, who are Luke and Connie's parents.  
And all the parents went to the Magdalene College School too.

## PART 2 (01:08–03:06)

What do the children think about their school, and how has it changed since their parents were there?

I: What was your favourite subject at school?  
G: History.  
I: Why?  
G: Because I enjoyed it the most. I found it the most interesting.  
Jo: History, because I liked the teacher.  
P: Typing and shorthand, because I had a lovely teacher. She made it very enjoyable.  
J: Mathematics, because I enjoyed it.  
T: PE. I like sport.  
C: English.  
L: Music. I like playing the guitar.  
Co: Art. Because I'm probably the best at art and I like drawing.  
  
I: What subjects did you study?  
G: English, English language and English literature, history, science, maths, dressmaking, shorthand and typing.  
Co: Maths, English, modern languages, science, geography, history, sport, and I can't think of any others.

I: Do you like your teachers?  
Co: Some are OK, but some are just really horrible.  
L: Yeah, I like them. They're cool.  
I: Who was your favourite teacher?  
J: My French teacher.  
I: Why?  
J: Because he only had one arm and I admired him as a man.  
Jo: Mr Beresford.  
I: Why?  
Jo: Because he was a very good teacher.  
I: Who's your favourite teacher?  
C: I don't really have a favourite teacher.  
L: Mr Blunsdon.  
I: Why?  
L: Because he teaches my favourite subject.  
I: Which is?  
L: Music.  
Co: My RE teacher because he's fun and he's really nice as well.

## PART 3 (03:07–04:38)

I: What were the school rules like?  
G: You had to stand up as soon as the teacher came into the room, and again when they left.  
P: No smoking. No alcohol on the premises. Um, do not run, always walk.  
J: You had to wear your cap from the moment you left your home in the morning until the moment you got home at night.  
C: You're not allowed to, like, chew gum. Um, you've got to obey the teachers.  
Co: You have to arrive on time with everything you need. And no running, pushing. Um, no chewing gum, and you have to wear set school uniform.  
I: What were the punishments?  
P: The punishments were more physical than they are today. A teacher would shout at you, maybe even hit you. If you'd behaved really badly you'd be sent to the Head and you'd get a ruler over the palm of your hand.  
J: You were given lines or you had the slipper, or you had the cane.

- Co: They'll tell you off and then they might move you and then yellow sheet, then breaktime detention, lunchtime detention, then after school detention, then they might ring home.
- I: Did you have to do homework?
- Jo: Yes, we did. About 90 minutes.
- T: Yes, you do have to do your homework. If you don't, you'll get a detention. You're meant to do an hour's homework every night.

#### **PART 4 (04:39–06:18)**

- I: What were your school dinners like?
- Jo: Excellent.
- I: What did they consist of?
- Jo: A meat and two veg, followed by a pudding.
- P: Delicious. They were very traditional: potato, meat pie and a nice pudding.
- C: You can get stuff like chips, burgers, hotdogs, sometimes pasta or sausages or baked beans.
- I: Did you have to wear a school uniform?
- P: Yes, I did. The summer uniform was a blue cotton dress.
- J: Yes, we did. Black shoes, black socks, black trousers, grey shirt, tie, black jacket and a cap.
- T: You have to wear a school uniform all year round. It's quite nice in the summer because it's no ties and you're sometimes allowed to wear trainers.
- Co: Erm, in the winter you wear black trousers with a shirt and tie and school jumper. And in the summer you wear black trousers, or girls can wear a skirt and polo shirt. And then if you get cold, a school jumper.
- I: Do you think your children will go to the same school?
- T: Yes, I think they will.
- C: Maybe.
- L: I'd like them to, considering I've been and my parents have been, so, yeah. It would be cool.
- Co: I don't know. Um, if we live near here, then, yeah.