



COURS PI

★ L'école sur-mesure ★

de la Maternelle au Bac, Établissement d'enseignement
privé à distance, déclaré auprès du Rectorat de Paris

**Terminale - Module 3 - Les mutations sociétales
à l'épreuve des défis de représentativité et de diversité**

Anglais LVA

v.5.1



www.cours-pi.com

Paris & Montpellier



EN ROUTE VERS LE BACCALAURÉAT

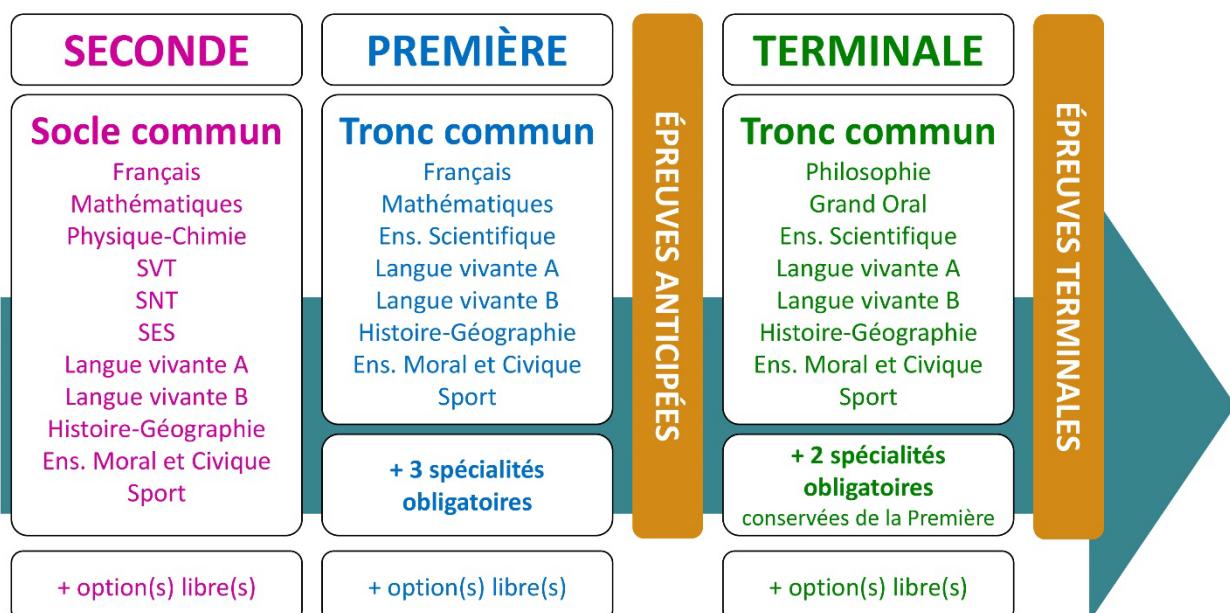
Comme vous le savez, la réforme du Baccalauréat est entrée en vigueur progressivement jusqu'à l'année 2021, date de délivrance des premiers diplômes de la nouvelle formule.

Dans le cadre de ce nouveau Baccalauréat, notre Etablissement, toujours attentif aux conséquences des réformes pour les élèves, s'est emparé de la question avec force énergie et conviction pendant plusieurs mois, animé par le souci constant de la réussite de nos lycéens dans leurs apprentissages d'une part, et par la pérennité de leur parcours d'autre part. Notre Etablissement a questionné la réforme, mobilisé l'ensemble de son atelier pédagogique, et déployé tout son savoir-faire afin de vous proposer un enseignement tourné continuellement vers l'excellence, ainsi qu'une scolarité tournée vers la réussite.

- Les Cours Pi s'engagent pour faire du parcours de chacun de ses élèves un tremplin vers l'avenir.
- Les Cours Pi s'engagent pour ne pas faire de ce nouveau Bac un diplôme au rabais.
- Les Cours Pi vous offrent écoute et conseil pour coconstruire une scolarité sur-mesure.

LE BAC DANS LES GRANDES LIGNES

Ce nouveau Lycée, c'est un enseignement à la carte organisé à partir d'un large tronc commun en classe de Seconde et évoluant vers un parcours des plus spécialisés année après année.



CE QUI A CHANGÉ

- Il n'y a plus de séries à proprement parler.
- Les élèves choisissent des spécialités : trois disciplines en classe de Première ; puis n'en conservent que deux en Terminale.
- Une nouvelle épreuve en fin de Terminale : le Grand Oral.
- Pour les lycéens en présentiel l'examen est un mix de contrôle continu et d'examen final laissant envisager un diplôme à plusieurs vitesses.
- Pour nos élèves, qui passeront les épreuves sur table, le Baccalauréat conserve sa valeur.

CE QUI N'A PAS CHANGÉ

- Le Bac reste un examen accessible aux candidats libres avec examen final.
- Le système actuel de mentions est maintenu.
- Les épreuves anticipées de français, écrit et oral, tout comme celle de spécialité abandonnée se dérouleront comme aujourd'hui en fin de Première.



A l'occasion de la réforme du Lycée, nos manuels ont été retravaillés dans notre atelier pédagogique pour un accompagnement optimal à la compréhension. Sur la base des programmes officiels, nous avons choisi de créer de nombreuses rubriques :

- **L'essentiel** pour souligner les points de cours à mémoriser au cours de l'année
- **À vous de jouer** pour mettre en pratique le raisonnement vu dans le cours et s'accaparer les ressorts de l'analyse, de la logique, de l'argumentation, et de la justification
- **Pour aller plus loin** pour visionner des sites ou des documentaires ludiques de qualité
- Et enfin... la rubrique **Les Clés du Bac by Cours Pi** qui vise à vous donner, et ce dès la seconde, toutes les cartes pour réussir votre examen : notions essentielles, méthodologie pas à pas, exercices types et fiches étape de résolution !

ANGLAIS TERMINALE

Module 3 – Les mutations sociétales à l'épreuve des défis de représentativité et de diversité

L'AUTEURE



Fatma Zohra HAMRAT
Michel Montaigne a dit « Je n'enseigne pas, je raconte », c'est ce que Fatima Zohra Hamrat tente de faire depuis ses débuts dans l'enseignement. Aujourd'hui Docteure en études du monde anglophone et membre du laboratoire de recherche Etudes Montpelliéraines du Monde Anglophone, son objectif est de transformer son cours de langue en une belle histoire qui ne s'oublie pas.

PRÉSENTATION

Ce **cours** est divisé en chapitres, chacun comprenant :

- Le **cours**, conforme aux programmes de l'Education Nationale
- Des **applications** dont les **corrigés** se trouvent en **fin de chapitre**
- Des **exercices d'entraînement** et leurs **corrigés** en **fin de fascicule**
- Des **devoirs** soumis à correction (*et se trouvant hors manuel*). Votre professeur vous renverra le corrigé-type de chaque devoir après correction de ce dernier.

Pour une manipulation plus facile, les corrigés-types des exercices d'application et d'entraînement sont regroupés en fin de manuel.

CONSEILS A L'ÉLÈVE

Vous disposez d'un support décours complet : **prenez le temps** de bien le lire, de le comprendre mais surtout de l'**assimiler**. Vous disposez pour cela d'exemples donnés dans le cours et d'exercices types corrigés. Vous pouvez rester un peu plus longtemps sur une unité mais travaillez régulièrement.

LES DEVOIRS

Les devoirs constituent le moyen d'évaluer l'acquisition de **vos savoirs** (« Ai-je assimilé les notions correspondantes ? ») et de **vos savoir-faire** (« Est-ce que je sais expliquer, justifier, conclure ? »).

Placés à des endroits clés des apprentissages, ils permettent la vérification de la bonne assimilation des enseignements.

Aux *Cours Pi*, vous serez accompagnés par un **professeur selon chaque matière** tout au long de votre année d'étude. Référez-vous à votre « Carnet de Route » pour l'identifier et découvrir son parcours.

Avant de vous lancer dans un devoir, assurez-vous d'avoir **bien compris les consignes**.

Si vous repérez des difficultés lors de sa réalisation, n'hésitez pas à le mettre de côté et à revenir sur les leçons posant problème. **Le devoir n'est pas un examen**, il a pour objectif de s'assurer que, même quelques jours ou semaines après son étude, une notion est toujours comprise.

Aux Cours Pi, chaque élève travaille à son rythme, parce que chaque élève est différent et que ce mode d'enseignement permet le « sur-mesure ».

Nous vous engageons à respecter le moment indiqué pour faire les devoirs. Vous les identifierez par le bandeau suivant :



Vous pouvez maintenant faire et envoyer le **devoir n°1**



Il est **important de tenir compte des remarques, appréciations et conseils du professeur-correcteur**. Pour cela, il est très important d'envoyer les devoirs au fur et à mesure et non groupés. **C'est ainsi que vous progresserez !**

Donc, dès qu'un devoir est rédigé, envoyez-le aux *Cours Pi* par le biais que vous avez choisi :

- 1) Par **soumission en ligne** via votre espace personnel sur **PoulPi**, pour un envoi **gratuit, sécurisé et plus rapide**.
- 2) Par **voie postale** à *Cours Pi*, 9 rue Rebuffy, 34 000 Montpellier
Vous prendrez alors soin de joindre une grande enveloppe libellée à vos nom et adresse, et affranchie au tarif en vigueur pour qu'il vous soit retourné par votre professeur

N.B. : quel que soit le mode d'envoi choisi, vous veillerez à **toujours joindre l'énoncé du devoir** ; plusieurs énoncés étant disponibles pour le même devoir.

N.B. : si vous avez opté pour un envoi par voie postale et que vous avez à disposition un scanner, nous vous engageons à conserver une copie numérique du devoir envoyé. Les pertes de courrier par la Poste française sont très rares, mais sont toujours source de grand mécontentement pour l'élève voulant constater les fruits de son travail.

SOUTIEN ET DISPONIBILITÉ

✿ VOTRE RESPONSABLE PÉDAGOGIQUE

Professeur des écoles, professeur de français, professeur de maths, professeur de langues : notre Direction Pédagogique est constituée de spécialistes capables de dissiper toute incompréhension.

Au-delà de cet accompagnement ponctuel, notre Etablissement a positionné ses Responsables pédagogiques comme des « super profs » capables de co-construire avec vous une scolarité sur-mesure.
En somme, le Responsable pédagogique est votre premier point de contact identifié, à même de vous guider et de répondre à vos différents questionnements.

Votre Responsable pédagogique est la personne en charge du suivi de la scolarité des élèves.

Il est tout naturellement votre premier référent : une question, un doute, une incompréhension ? Votre Responsable pédagogique est là pour vous écouter et vous orienter. Autant que nécessaire et sans aucun surcoût.

QUAND
PUIS-JE
LE
JOINDRE ?

Du **lundi au vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.

QUEL
EST
SON
RÔLE ?

Orienter les parents et les élèves.
Proposer la mise en place d'un accompagnement individualisé de l'élève.
Faire évoluer les outils pédagogiques.
Encadrer et **coordonner** les différents professeurs.

✿ VOS PROFESSEURS CORRECTEURS

Notre Etablissement a choisi de s'entourer de professeurs diplômés et expérimentés, parce qu'eux seuls ont une parfaite connaissance de ce qu'est un élève et parce qu'eux seuls maîtrisent les attendus de leur discipline. En lien direct avec votre Responsable pédagogique, ils prendront en compte les spécificités de l'élève dans leur correction. Volontairement bienveillants, leur correction sera néanmoins juste, pour mieux progresser.

QUAND
PUIS-JE
LE
JOINDRE ?

Une question sur sa correction ?

- faites un mail ou téléphonez à votre correcteur et demandez-lui d'être recontacté en lui laissant **un message avec votre nom, celui de votre enfant et votre numéro**.
- autrement pour une réponse en temps réel, appelez votre Responsable pédagogique.

✿ LE BUREAU DE LA SCOLARITÉ

Placé sous la direction d'Elena COZZANI, le Bureau de la Scolarité vous orientera et vous guidera dans vos démarches administratives. En connaissance parfaite du fonctionnement de l'Etablissement, ces référents administratifs sauront solutionner vos problématiques et, au besoin, vous rediriger vers le bon interlocuteur.

QUAND
PUIS-JE
LE
JOINDRE ?

Du **lundi au vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.
04.67.34.03.00
scolarite@cours-pi.com



LE SOMMAIRE

Anglais LVA - Module 3 - *Les mutations sociétales à l'épreuve des défis de représentativité et de diversité*

CHAPITRE 1. Women vested rights: how have women entered the public sphere?.....1

Q OBJECTIFS

- Dans ce module, nous examinerons ces différents types d'interactions pour découvrir les raisons de ces mouvements et leurs conséquences. L'accent sera donc mis dans ce chapitre sur l'évolution du statut des femmes via leur passage de la sphère privée à la sphère publique. A travers des exemples d'expériences personnelles, nous pourrons comprendre les motivations et le but de ces mouvements. Nous en apprendrons également davantage sur les difficultés qui peuvent être rencontrées pour réaliser ce mouvement conscient ou dans certains cas, forcé. La détermination des mécanismes du mouvement de la sphère privée vers la sphère publique montrera la mince limite qui existe entre les deux espaces, limite qui peut être floue à tout moment.

Q COMPÉTENCES VISÉES

- Apprendre le vocabulaire nécessaire en relation avec le thème du chapitre.
- Renforcer la compréhension en lecture.
- Exprimer votre opinion.
- Consolider les capacités de comprehension.
- Pratiquer l'expression orale.
- Suivre des conseils et stratégies de compréhension.

Prérequis.....2

Première approche10

1. Read to get the point: role of education in women empowerment.....12
2. Read to put it down: opinion essay16
3. Oral comprehension20
4. Oral expression.....23

Les Clés du Bac27

Le temps du bilan34

CHAPITRE 2. Inequalities based on gender: the evolution of values? 35

Q OBJECTIFS

- Ce second chapitre est dédié à la relation entre l'homme et la femme. Il se concentre sur la discrimination et les inégalités entre eux au travail et à la maison. Il montre comment les rôles de genre dans la sphère privée (famille) évoluent en raison de l'évolution de la société. Enfin, il met l'accent sur le partenariat et l'entraide entre hommes et femmes comme aspects les plus significatifs de la redéfinition des rôles traditionnels de genre.

Q COMPÉTENCES VISÉES

- Acquérir du nouveau vocabulaire.
- Identifier le sujet du chapitre.
- Renforcer les compétences de compréhension en lecture.
- Vérifier l'assimilation des méthodologies de rédaction d'essais.
- Décrire et analyser un document iconographique.
- Adopter des conseils et stratégies de présentation orale.

Prérequis	36
Première approche	39
1. Read to get the point: australian women's and men's soccer teams reach deal to close pay gap.....	41
2. Read to put it down: compare and contrast.....	44
3. Oral comprehension	50
4. Oral expression.....	54
Les Clés du Bac	59
Le temps du bilan	67

CHAPITRE 3. Cultural diversity versus the transformation of society 69

Q OBJECTIFS

- Ce dernier chapitre met l'accent sur la diversité et l'inclusion dans les sociétés multiculturelles. Il met en lumière la tentative des immigrés de fusionner entre deux cultures différentes, leur culture d'origine et la culture britannique.

Q COMPÉTENCES VISEES

- Apprendre et enrichir son vocabulaire en relation avec le thème du chapitre.
- Consolider la compréhension de texte.
- Réviser les différents types d'essais.
- Consolider les compétences de la compréhension orale.
- Pratiquer l'expression orale et se concentrer sur les objectifs.
- Adopter des conseils et stratégies de présentation orale.

Prérequis	70
Première approche	71
1. Read to get the point: migrants have helped make britain. It's time to celebrate us	75
2. Read to put it down: summary of the types of essays	78
3. Oral comprehension	80
4. Oral expression.....	84
Les Clés du Bac	90
Le temps du bilan	92

CORRIGÉS à vous de jouer et exercices 95



SUGGESTIONS CULTURELLES

ESSAIS ET ROMANS

- **Moving Beyond Words: Essays on Age, Rage, Sex, Power, Money, Muscles: Breaking the Boundaries of Gender** *Gloria Steinem*
- **Le féminisme au masculin** *Benoîte Groult*
- **Beyoncé est-elle féministe ?** *Margaux Collet et Raphaëlle Rémy-Leleu*
- **Le choeur des Femmes** *Martin Winckler*
- **Femmes qui courrent avec les loups** *Clarissa Pinkola Estés*

BANDES-DESSINÉES

- **Culottées** *Pénélope Bagieu*
- **La Petite Bédéthèque des Savoirs, 11 : le féminisme** *Anne-Charlotte Husson et Thomas Mathieu*
- **Persepolis** *Marjane Satrapi*
- **L'odyssée d'Hakim** *Fabien Toumé*
- **Migrant** *Eoin Colfer et Andrew Donkin*

FILMS

- **Les Suffragettes** *film de Sarah Gavron*
- **The Glorias** *film de Julie Taymor*
- **Les gardiennes** *film de Xavier Beauvois*
- **Ex-aequo Quatre courts métrages sur les stéréotypes et les rapports hommes-femmes** *de Eléonore Gilbert*
- **Human Flow** *film documentaire de Ai Weiwei*
- **London River** *film de Rachid Bouchareb*
- **The Immigrant** *film de James Gray*
- **Dheepan** *film de Jacques Audiard*
- **Le Terminal** *film de Steven Spielberg*
- **Welcome** *film de Philippe Lioret*



CHAPITRE 1

WOMEN VESTED RIGHTS: HOW HAVE WOMEN ENTERED THE PUBLIC SPHERE?



The multicultural nature of society does not prevent its members from interaction or sharing the same space. They are pushed to move from their private space (the house) into the public space which is accessible to people from different cultural, linguistic or religious backgrounds (the street, the public gardens,).

This movement leads us to consider the issue of inclusion and adaptation in relation with diversity. More explicitly, the question of inclusion and adaptation appears when some one attempts to leave his own space, it can be, geographical (home), intellectual (ideals, beliefs) or cultural (traditions and rituals) and enter a new public space.

Q OBJECTIFS

- Dans ce module, nous examinerons ces différents types d'interactions pour découvrir les raisons de ces mouvements et leurs conséquences. L'accent sera donc mis dans ce chapitre sur l'évolution du statut des femmes via leur passage de la sphère privée à la sphère publique. A travers des exemples d'expériences personnelles, nous pourrons comprendre les motivations et le but de ces mouvements. Nous en apprendrons également davantage sur les difficultés qui peuvent être rencontrées pour réaliser ce mouvement conscient ou dans certains cas, forcé. La détermination des mécanismes du mouvement de la sphère privée vers la sphère publique montrera la mince limite qui existe entre les deux espaces, limite qui peut être floue à tout moment.

Q COMPÉTENCES VISÉES

- Apprendre le vocabulaire nécessaire en relation avec le thème du chapitre.
- Renforcer la compréhension en lecture.
- Exprimer votre opinion.
- Consolider les capacités de compréhension.
- Pratiquer l'expression orale.
- Suivre des conseils et stratégies de compréhension.

PRÉREQUIS

A. Before going into the heart of the topic which is women's achievements and their social movement from the private sphere into the public one, we need to make a research to determine the situation of women in society at the end of the 19th century and the beginning of the 20th century. Why do we insist on this specific period of time? The reason is that, it is during this period that feminist movements started to emerge in Britain to fight for the rights of women mainly that of voting and to have the same political rights as men. John Stuart Mill was the first Member of Parliament who presented the first mass women's suffrage petition to the House of Commons on 7 June 1866. The petition was brought to Parliament by Emily Davies and Elizabeth Garrett who formed the first Women's Suffrage Committee. They achieved their objective 62 years later when Equal Franchise Act of 1928 was voted.

To guide you in your research, here are some lines of research, use internet to find the answer.

1- Suffragists and suffragettes:

2- Emmeline Pankhurst

3- Suffragette figures:

4- The famous British women's organizations:

5- Anti suffragettes' movements:

6- Arguments against the vote of women:

7- Leaders of anti-suffragettes' movements:

Men

Women - yes there were women against women's right to vote!

8- Black Friday:

B. Watch the following pictures and comment them:

1

National Union of Women's Suffrage Societies,
14, GREAT SMITH STREET, WESTMINSTER, LONDON, S.W.
NON-MILITANT. NON-PARTY.
President Mrs. HENRY FAWCETT, LL.D.
Colours : Red, White, and Green.

WOMEN'S SUFFRAGE PILGRIMAGE

CONSTITUTIONAL SUFFRAGISTS,

Join the Great March to London

from North, South, East, or West, and show that Men and Women
are dedicating themselves afresh to the great cause of the

FREEDOM OF WOMEN.

What are the Objects of this Pilgrimage ?

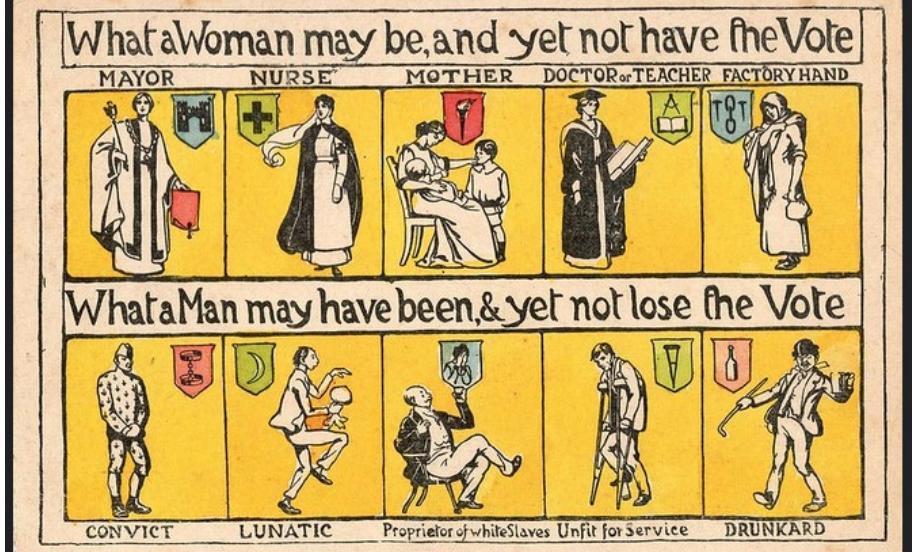
THE OBJECTS ARE TWOFOLD—

1. To prove throughout the length and breadth of the country the extent of the demand for the Vote by Constitutional Suffragists, and to demonstrate the determination of law-abiding citizens—both men and women—to win the political freedom of women.
2. To collect a large sum of money to hand into the Treasury of the National Union on July 26th when the Pilgrims will march into London.

[P.T.O.]

Leaflet advertising the Pilgrimage. Women's Library Collection, LSE

2



Women's Library Collection, LSE

THE
DANGER OF WOMAN SUFFRAGE

LORD CROMER'S VIEW:

**I object to granting the
Suffrage to Women —**

BECAUSE I consider the measure fraught with
DANGER TO THE BRITISH EMPIRE;

BECAUSE it would be subversive of peace in our
homes;

BECAUSE it **FLIES IN THE FACE OF NATURE**,
which has clearly indicated the spheres of
action respectively assigned to the two sexes;

BECAUSE those who make the laws should have the
physical force to enforce them, and this
women do not possess;

BECAUSE the measure now before Parliament will
almost certainly lead to a strong demand for
granting **VOTES TO ALL WOMEN**;
and

BECAUSE if this is done, the sovereignty of the British
Empire will pass **FROM THE HANDS
OF MEN TO THOSE OF WOMEN**,
for the reason that the numbers of women in
this country are largely in excess of the
numbers of men.

**ANTI-SUFFRAGE CAMPAIGN,
PALACE CHAMBERS, BRIDGE STREET, WESTMINSTER, S.W.**

Published by ANTI-SUFFRAGE CAMPAIGN, Palace Chambers, Westminster, S.W.—22174.

Women's Library Collection, LSE

WOMAN SUFFRAGE

MEANS SOONER OR LATER

GOVERNMENT BY WOMEN.

**Because there are 1,300,000 more
women than men in the United
Kingdom.**

**The so-called "Conciliation" Bill
is merely the "thin edge of the
wedge."**

All men who regard Woman Suffrage as
a National Danger are cordially invited to join
**THE MEN'S LEAGUE FOR OPPOSING
WOMAN SUFFRAGE,**
Palace Chambers, Bridge Street, Westminster, S.W.

Women's Library Collection, LSE



Emmeline Pankhurst arrested during a protest.



Journal issue, *The Common Cause: The Organ of the Women's Movement for Reform*, Volume I. No. 9. June 10 1909. LSE catalogue

C. Use the results of your research to fill the table below

ANSWERS:

A.

1- The suffragists [sʌfrədʒɪsts] are the first militants for the rights of women, they believed in peaceful methods of militancy but failed to achieve their objectives. Early-20th centuries, a new generation of activists appeared to fight for women's right to vote in public elections, known as **the suffragettes [sʌfrə'dʒɛts]**. They are members of the British Women's Social and Political Union (WSPU), founded in 1903 by Emmeline Pankhurst. Contrary to the suffragists, the suffragettes used violent methods of protests such as civil disobedience, breaking windows or spoiling other people's property.

2- Emmeline Pankhurst - One of the most important figures in modern British history. She founded the Women's Social and Political Union (WSPU), a group known for employing violent militant tactics in their struggle for equality.

3- Suffragette figures - Christabel Pankhurst, (Daughter of Emmeline), Lady Constance Lytton was the daughter of Viceroy of India Robert Bulwer-Lytton, **Emily Davison**, **Emily Wilding Davison** was fatally wounded when she stepped in front of the King's horse at the 1913 Epsom Derby. Millicent Fawcett, A moderate suffragist rather than a militant suffragette, Millicent Fawcett concentrated much of her efforts on improving women's education.

4- Famous British women's organizations -

- ▶ **WSPU** (Women Social Political Union), NUWSS (National Union of Women's Suffrage Societies) founded in 1903 by Emmeline Pankhurst.
 - ▶ **The National Union of Women's Suffrage Societies (NUWSS)** is formed, by uniting 17 societies. Later led by Milicent Fawcett, the NUWSS favoured peaceful campaign methods.
 - ▶ **National Society for Women's Suffrage –(NSWS):** Britain's first large suffrage organization, founded in 1867, by Lydia Becker
 - ▶ **Women's Franchise League (WFL)**:- created in 1889 by Emmeline Pankhurst.
 - ▶ **Women's Freedom League (WFL)** founded in 1907 by 70 members of the Women's Social and Political Union by Christabel Pankhurst.

5- Anti suffragettes' mouvements:

- ▶ **The Women's National Anti-Suffrage League (WASL)** is formed by Mrs Humphrey Ward.
 - ▶ **Women's National Anti-Suffrage League (WNASL)** This organisation merged with the Men's League for Opposing Women's Suffrage in 1910 (MLOWS), to form the National League for Opposing Woman Suffrage (NLOWS)

6- Arguments against the vote of women:

- ▶ women could not join the army or the police.
 - ▶ They should not be given responsibility for sending men to war and or for making laws which men must enforce.
 - ▶ Women cannot control her emotions
 - ▶ Women were the weaker sex.
 - ▶ Well-educated women should be mothers and more effective workers in the non-political sphere.

7- Leaders of anti-suffragettes' movements: Men:

Lord Curzon, (Viceroy of India) and President of the National League for Opposing Women's Suffrage following Lord Cromer, the British Pro-Consul in Egypt. **Herbert Asquith Prime Minister and Gladstone, Lord Cromer** the founder of a Men's League for Opposing Women's Suffrage in 1908 and led into its association with the Women's League two years later.

Leaders of anti-suffragettes' movements: Women:

Lady Jersey was president of the female imperialist Victoria League as well as of the Women's National Anti-Suffrage League. **Gertrude Bell**, imperialist, first secretary of the Women's League, **Mary Kingsley, Flora Shaw**, The Times' correspondent (later married to Lord Lugard, Britain's leading man in Hong Kong, East Africa and Nigeria). **Mary Ward**.

8- Black Friday - Refers to a violent demonstration of women in London on 18 November 1910 to protest against the Liberal Prime Minister Herbert Asquith who prevented the bill that would allow women's suffrage in national election to be debated and voted on in the House of Commons. The women's Social and Political Union (WSPU) organised a protest march to parliament which turned into violent clashes with the police.

B.

- 1).** A poster to call for a march by the NUWSS the objectives as mentioned on the poster, to show the determination of people to obtain the political freedom of women and also to collect money to finance the activities of the National Union
- 2).** A caricature which tries to show the contradiction between the situation of women who are effective members of the society but do not have the right to vote whereas, men may be less productive and they have the right to vote.
- 3).** A propaganda poster against the vote of women, it was used during the anti- suffrage campaign and details the arguments of Lord Cromer, an anti-suffragist.
- 4).** Another anti- suffragette poste issued by The Men's League for Opposing Woman Suffrage; it call people to join for a march against the conciliation Bill, a bill that would grant woman the right to vote
- 5).** Emmeline Pankhurst arrested during a protest.
- 6)** The Common Cause, a newspaper that was first published in 1909 to enabled the local societies to keep in touch weekly with the fight for women's rights in the United States

C.

Feminist leagues	Anti-feminism leagues	Famous feminist figures	Means of protest	Anti-feminism figures
WSPU NUWSS NSWS WFL WFL	WASL WNASL MLOWS	Emmeline Pankhurst Christabel Pankhurst, Emily Davison Millicent Fawcett	Propaganda posters marches caricatures protests Collecting money Press	Lord Cromer Asquith Gladstone Lord Curzon Flora Shaw Lady Jersey Gertrude Bell Mary Kingsley - Mary Ward



L'ESSENTIEL

During the 19th and the beginning of the 20th centuries, women struggled to gain their political rights among them the right to vote. Their claims were faced with a harsh opposition especially from great political leaders but not only. Literate women who had been journalist such as Flora Shaw or archaeologist like Gertrude Bell considered the right to vote for women illegal. The suffragists and after them the suffragettes organized marches and protests to have their voices heard by the male policy makers at that time. Some of them died, others were injured or imprisoned for the sake of destroying the social barriers imposed on women and allowing them to leave their private sphere and share the public space with men.



Première approche

Objective: The presentation of an example of a woman who managed to enter the political world for a long time dominated by men in Great Britain, the aim is to determine through the testimony of a woman the obstacles and the challenges that women are still encountering today.

Listen to this British member of Parliament and answer the questions below.

How to succeed as a woman in politics



<https://www.youtube.com/watch?v=NTTGIUVLesE>

1. Who is Rooster Ali?

2. Where is she from?

3. What were the issues she has been mostly concerned with?

4. What was the role of her teachers in her life?

5. What is her advice for women?

6. Why does she consider it difficult to be a member of the Parliament?

7. What was the main reason that led some persons to try to dissuade her from entering the world of politics?

8. According to you, why is it important to have women in leadership positions?

9. Despite the challenges that Rooster Ali has to face as a political woman, can we consider her position as a woman British MP an achievement? Why?

10. What is the difference between woman's role in society between the past and the present?

11. Can you give examples of famous women political leaders either in Britain or in the world?

ANSWERS:

1. She is a British member of parliament.
2. She was born in Bangladesh and grew up there until she was seven years old, her family moved to the East End of London in the early eighties
3. She has been focusing in particular on human rights issues.
4. Her teachers had instilled in her that with hard study, she would be able to realize all her objectives.
5. Her message to women is to be more self-confident and have much more self-belief.
6. According to her, it is harder for women to be a member of the Parliament because the culture is very male-dominated.
7. Their main argument was that she was a woman and that she would not get support.
8. It is important to have women in leadership positions in order to make the voice of women heard, to speak about their needs and their demands, to share responsibility and to have an effective role in society.
9. Her election in the British Parliament is an achievement for her mainly as a woman because women in Great Britain, as we have seen in the previous section, have long fought for their political rights starting by the right to vote.
10. In the past, women's role was limited to the private sphere, that is to her house and her family. Her role consisted in taking care of her husband and her children. Today, in addition to this role, women are able to share duties and responsibilities with men. They have become key decision-makers in politics.
11. Margaret Thatcher in Britain, Indira Gandhi in India, Benazir Bhutto in Pakistan, Angela Merkel in Germany and Ursula von der Leyen, President of the EU;



L'ESSENTIEL

Today, women have succeeded to move out of the private sphere into the public one. This allows her to play new roles different from the traditional ones related to her situation as a wife and a mother. The political achievements of women are the result of a long period of protests and struggle against the social inequalities during the previous centuries. Nonetheless, women still have to face discouraging voices which doubt in her abilities.

01

WOMEN VESTED RIGHTS: HOW HAVE WOMEN ENTERED THE PUBLIC SPHERE?

Read to get the point: Role of education in women empowerment

P1/ “The surest way to keep a people down is to educate the men and neglect the women. If you educate a man you simply educate an individual, but if you educate a woman you educate a family.” — Dr. J. E. Kwesigor Aggrey, a visionary Ghanaian educator (1875–1927) Knowledge and education is the birth right of every girl child born in Bangladesh. But sadly, due to the highly patriarchal nature of our society, most of the women in the country are devoid of this right. As we are now beginning to understand, the society cannot function without the active contribution of women but in the majority of the rural (in some cases, even urban) parts of Bangladesh, Bangladeshi women are still considered to be incapable of taking independent decisions. In order to collectively evolve as a society, women need to be empowered. [...].

P2/ Education is the master key to unlock the door to women empowerment at the grassroots level. We all know that when women are empowered to lead full and productive lives, children and families prosper. Education is a milestone of women empowerment because it enables them to respond to challenges, to confront their traditional role and change their life. Education not only educates a woman but enables her to take decisions and accept responsibilities at her home and outer world. Creating paths toward education is one of the most valuable social and economic investments a developing nation can make. An educated female population correlates with lower child and mother mortality rates, and more education for children of both genders has been linked to less war and decreased poverty.

P3/ Women's empowerment is the process in which women elaborate and recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. "This puts a strong emphasis on participation in political structures and formal decision-making and, in the economic sphere, on the ability to obtain an income that enables participation in economic decision-making." [...] Empowerment includes the action of raising the status of women through education, raising awareness, literacy, and training. Women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society. [...]

P4/ It is said that education increases "people's self-confidence and also enables them to find better jobs and they can work shoulder to shoulder with men". They engage in public debate and make demands on government for health care, social security and other entitlements". [...] It empowers women to make choices that can improve their welfare, including marrying beyond childhood and having fewer children. Crucially, education can increase women's awareness of their rights, boost their self-esteem, and provide them the opportunity to assert their rights. [...] Education liberates the mind and opens it up to places, people and possibilities we would have never thought of otherwise. Whether you're studying language, history, science or literature, you are gaining knowledge and educating yourself about the world; about how nature, people, nations and the world work. Therefore, an educated woman is a liberated woman. [...] [It] offers independence [and] opens up the doors to a new enlightened world, it enables women to make their own life choices about anything and everything, whether it is lifestyle, career, sexuality, life-partner, food etc. Education is the key to understanding the difference between right and wrong, standing up against oppression and gender discrimination and making correct choices in life. [...]. Eradicating social evils: As mentioned earlier, education is the key to understanding the difference between right and wrong and standing up against oppression; it galvanizes women to take a stand against social evils which plague the society. An intellectual and enlightened woman will actively participate in the fight against dowry, sexual harassment, objectification, misogyny and patriarchy. Financial independence: Education has enabled women to go beyond generic professions.

P5/ Today, women are becoming models, actors, architects, engineers, journalists, lawyers, managers, CEO's, scientists, joining the army and police forces, and even running the entire nations. There is no profession left which can be said is the sole domain of man. The 21st century's liberated and emancipated woman is breaking the glass ceiling and finding her own place in society. The educated woman is no longer dependent on a man to provide her shelter and food. She is very much capable of earning her own keep, buying her own house and feeding herself. [...]

By Fatema Zohra Haque, theindependentbd.com, 01/10/2019



À VOUS DE JOUER 1

1- What is the principal idea of this article?

2- Read paragraph 2 and say how education has changed the life of women?

3- Read paragraph 3 and say what does the writer mean by empowering women?

4- Using your own words explain the following statement " An educated female population correlates with lower child and mother mortality rates"?

5- Give us an example on how has education changed the life of woman in Bangladesh?

6- Say if the following is true or false, justify with a quote:

a-A educated woman will be able to express her needs and her claims.

True False

b-The refusal of the father to educate his daughter is one of the main reasons of women's illiteracy in Bangladesh.

True False

7-Using your own words, explain the following statement within the context of the article: “There is no profession left which can be said is the sole domain of man.”

8- Find the synonyms for:

Eliminating

Civilized

9-Do you think that the writer succeeded in convincing the Bengali people of the necessity to educate their daughters?

The image consists of six horizontal green dashed lines. These lines are evenly spaced and extend across the width of the page. They are thin and have a light green color. There is no text or other content in the image.



L'ESSENTIEL

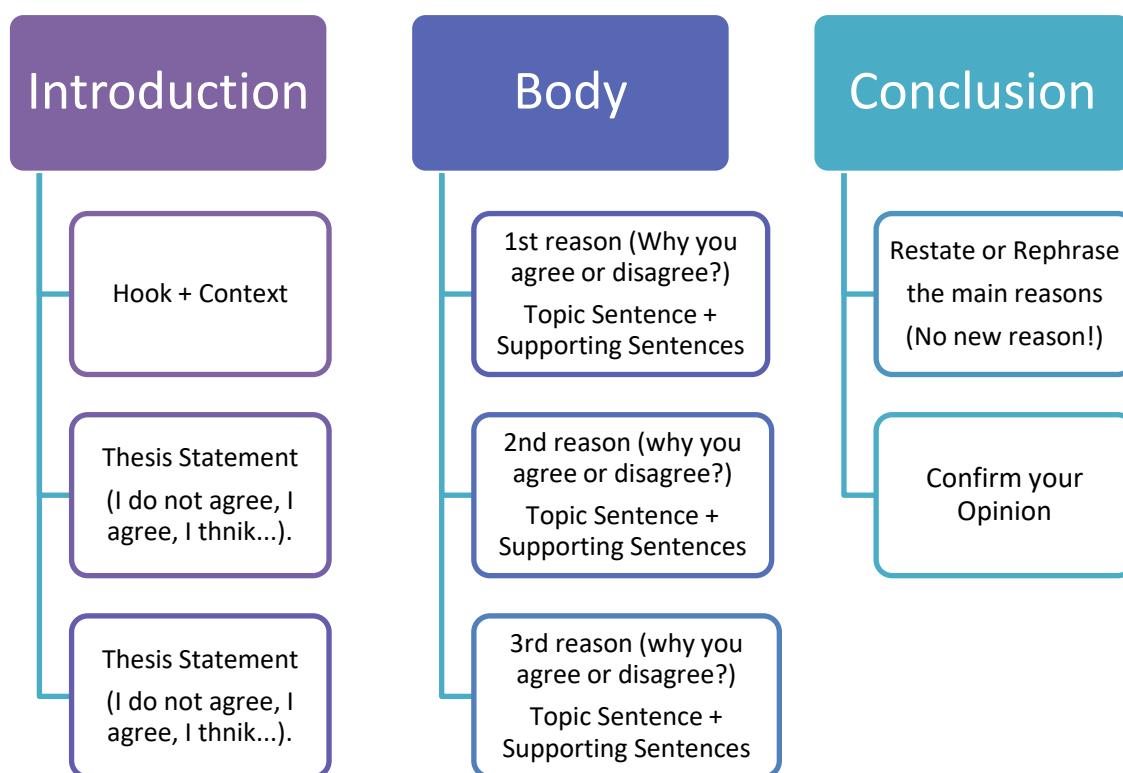
WOMEN VESTED RIGHTS: HOW HAVE WOMEN ENTERED THE PUBLIC SPHERE?

Read to put it down: opinion essay

Definition: You write an opinion essay when you intend to determine your position concerning a specific issue. You say whether you agree or you disagree. For both cases, you have to provide reasons to justify your stand. In an opinion essay, your objective is not necessarily to convince the reader and make him agree with you. It is more about expressing your opinion. Most of the time it is the instruction which makes you decide to write an opinion essay. The most common ones are:

- ✗ To what extent do you agree or disagree with....?
- ✗ What is your opinion concerning...?
- ✗ Do you think...?
- ✗ What do you think of...?
- ✗ In your opinion what is...?

The Common Outline of an Opinion Essay



Useful phrases to express your opinion in an essay

I believe that	I believe that the new government should consider gender balance.
In my mind	In my mind no one should be deprived of education
In my opinion	In my opinion education is the key to success
I think that	I think that women's struggle should continue as inequality is still existing.
It would seem that	It would seem that practising sport is the best solution to get rid of the over weight
I suggest that	I suggest that unemployment remains one of the main problems of single mothers
This proves that	This proves that the presence of women in the Parliament is a true victory

Let's practice

EXERCICE

01

Topic 1

Do you think that it is important to protect the whistle-blowers?



Topic 2

Do you agree with those who call for the abolition of the Monarchy in Britain?

03

WOMEN VESTED RIGHTS: HOW HAVE WOMEN ENTERED THE PUBLIC SPHERE?

Oral comprehension

Objective: In this section of the course, you will train yourself to the listening to a native speech in order to report what has been said in a video or an audio document in French. The procedure is as follow, you will **view or listen to the document three times and take notes at the same time**. The questions below will guide you in your note-taking. I suggest that you focus on questions 1 to 5 during the first listening, and on questions 6 to 10 during the second listening. **The last listening should be used to check your answers.** Note taking means the writing of key words and the most important information, do not waste time in writing verbatim notes (mot à mot). Use the notes to write a report on what you have understood and retained from the document in French.

EXERCICE

03

Part. 1

The first thing to do is to consider the metadata that is all the information on the nature and the length of the document, its author or its source, its title and when the document was released. This will give you an idea about the topic of the document. After that view or listen to the document and fill the table below, it will help you in the writing of your report. If you feel able to take notes in French do it otherwise, take them in English and then translate them to write your report.

Woman in Power by Nancy Pelosi



<https://www.youtube.com/watch?v=bmC0zVXiEm0>

Questions	Your answers
Meta data : <i>nature du document</i> <i>durée</i> <i>auteur</i> <i>source</i> <i>titre</i> ...	
Première écoute	
1- Qui parle ? Quelles sont les personnes intervenant dans le document ?	
2- Quel est son (leur) travail ?	

<p>3- A qui s'adresse le document ?</p>	<hr/> <hr/> <hr/>
Deuxième écoute	
<p>4- De quoi parle-t-il ? Que décrit-il ?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5- Y a-t-il d'autres informations ? (L'état d'esprit, langage corporel...)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6- Peut-on deviner où ils se trouvent ?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>7- Quels sont les éléments non-dits mais que l'on peut réussir à déduire ?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>8- L'objectif (relater, informer, convaincre, critiquer, dénoncer, etc.)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Troisième écoute Vérifiez et complétez les réponses.	

Part 2 - Compte rendu en français

Using the information collected in the table say what is the video about in French.

To check your answer, here is the script:

"When I decided to run for leadership people said who said she could run, maybe you could just tell us some of the concerns that women have and we'll make some changes around here, and I thought you're not catching on hi. I'm Nancy Pelosi House Democratic leader elected to Congress from the great city of San Francisco in 1987. Power is not influence you know, people they'll have these magazine articles it'll say the hundred most influential people in the world and I think a look at it and think that's interesting that's influence that's not necessarily power. Power is when you have the power the ability to make change influence is important in making change but power is where you have the tools and the capacity and the opportunity to do so. So being Speaker of the House that's real power I always tell the story of one my first meeting at the White House as a leader when I went to that meeting with President Bush and the other leaders Democrats and Republicans House and Senate small group at a table and I wasn't particularly apprehensive about the meeting because I've been to the White House many times as an appropriator as an intelligence committee person and then when the door closed behind me in that room I realized that this was not like any other meeting I had ever been to at the White House that it wasn't like any other meeting that any woman had been to at the White House when I was sitting there I could feel crowded in my chair and I couldn't figure out what was going on and then I could hear the voices of Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Alice Paul they were all sitting there on the chair with me and I could hear them say at last we have a seat at the table I always thought the American people are so far ahead of Congress and being receptive to a woman president of the United States I always believed the public was there on that but then I became speaker and now we will have a woman president that is very very exciting as long as you have an infinite pool of people to convince and your if you have showed them your vision your knowledge your strategic thinking presented with the eloquence that a presidential candidate will do a woman can win a woman will win I feel quite certain to all of the women I say this know your power the unique contribution you can make whether it's in government and politics whether it's in the corporate world but academic world whether it's in our military you are a unique person and there is really a need for women to make an additional contribution".

04

WOMEN VESTED RIGHTS: HOW HAVE WOMEN ENTERED THE PUBLIC SPHERE?

Oral expression

Objective: This activity is a training to the description and the interpretation of an iconographic document. Unlike the previous section, you have to express yourself in the targeted language, that is English.

War poster 1943



Methodology:

Step 1

1. The type of the image (photograph, caricature, engraving, a drawing, a cartoon...), identify the author, the source, the date of publication the context of the publication (an advertisement, propaganda...)

2. Describe the image: what do you see? What are the most important elements in the image?

3. Identify the colors, the texts in the image, dress code, the environment, the symbols.

4. Identify the theme of the image; its objective, the message.

5. Explain the relationship between the image and the theme of the chapter. To what extent is the image a representation of the theme of the chapter. Its impact on the public.

Step 2

Now, use all these elements to prepare your presentation which should be composed of:

Introduction: <i>introduce the document / announce the plan of your presentation</i>	<p>This document is a... / consists of... (A photograph / A photo / A snapshot / A shot of / A drawing... drawn by... It comes from... / It is an extract from... / It is taken in... Published in (+ name of newspaper / magazine) on + date... It was drawn by... / painted by... / taken by... / made by... a painter / a photographer / a cartoonist / an advertiser (the name) etc.</p>
Description of the document	<p>1- The composition: (start by the most attractive element) - It consists of... / It is composed of... / It is made up of... There is a... title / slogan / text / photograph / drawing / cartoon Caption / Bubble... - It shows... / It represents... / in this photo we can see... - It is a close-up.</p> <p>2- Position of the elements: It is seen from a distance / from afar / from above / From below / from the rear / At the top of the page / at the bottom of the page. - In the foreground / in the background, we can see... - In the top right-hand / In the top left-hand corner. To the right-hand side / To the left-hand side... there is... - In the middle / Under the title / below the picture / opposite the drawing / next to etc. - Between / Behind / In front of / To the right / To the left / Above / Under etc.</p>
Analysis <i>to what extent is the image a representation of the chapter's theme?</i>	<p>1- The central theme of the photo is... / it focuses on... 2- The connection between the image and the theme of the chapter: - The historical context shows... / is an indication.... - The characters symbolize... - The objective of the artist... / the message of the / photograph... / the impact of the image on you or on the public... /People may react to the image by... 3- Conclusion: your opinion: has the artist succeeded in conveying his message? Is it a true representation of its time? - Relate the image to another theme to suggest a new debate</p>



À VOUS DE JOUER 2

Step 1: Use the previous document to answer the questions

- 1-** The type of the image (photograph, caricature, engraving, a drawing, a cartoon...), identify the author, the source, the date of publication and the context of the publication (an advertisement, propaganda...):
-
-
-

- 2-** Describe the image: What do you see? What are the most important elements in the image?
-
-
-
-
-
-
-

3- Identify the colours, the texts in the image, dress code, the environment, the symbols. Identify the theme of the image/ its objective/ the message.

4- Explain the relationship between the image and the theme of the chapter, its impact on the public.

Step 2: Using your answers say what does this image represent

Introduction: / Description / Analysis



PRISE DE NOTES ET COMPRÉHENSION ORALE

Objective:

In this last module, we will focus on the oral comprehension and the oral expression. In this chapter, we will start with the oral comprehension and see how to overcome the difficulties that you may face while listening to a native speaker's discourse. Some tips may help you to grasp the main topic of the audios or videos and the underlying messages.



Let's remember!

The common methodology used so far is based on **notes taking and on the answering of the guiding questions**. What is the objective of taking notes? The notes are the key words which will help you in formulating correct answers to the guiding questions and later to provide a relevant and efficient **report**. It is crucial not to consider notes taking as a **constraint** or as a **source of stress**. You should rather think of it as a **means to memorise** and to have a **written record (trace écrite)** of what you are hearing. The **videos** or the **audio** format documents you will have to listen to are in **English** but your report will be in **French**. You will listen to the audio document or view the video three times with one-minute break between each listening. Each time, try to answer the guiding questions without writing full sentences. These answers are the notes you will have to use to report what you have understood. The listening exercise for the baccalaureate lasts **1'30**. During the **1st listening**, you have to focus on **the first part of the questions**. During the **second listening**, you will try to fill the gaps of the first answers and answer the **second part of the questions**. During the **third** and last listening, you should **check** and **complete** your answers. You will have **10'** to write your report.

The conditions of a successful notes taking

1-Taking notes is an exercise which needs concentration and preparation: Read the questions you will have to answer (see the table in the oral comprehension section), you can add other questions. Focus on the metadata and try to guess the subject.

2-While listening do not focus on unnecessary details such as adjectives.

3-The notes should be exploitable: well written and clear so as not to waste time on trying to understand what you have written while writing your report

4-Use a personal list of abbreviations that you will memorize and use each time. Some SMS abbreviations can be useful.

Eg: **dvp** for **development**/**gvt** for **government**/**bt** for **between**/**B4** for **before**

5-To avoid confusion, take your notes in English and translate them while writing your report.

6-Do not waste time in writing full sentences.

The Guiding Questions

Questions	Your answers
Meta data : nature du document, durée, auteur, source, titre...	
Première écoute	
1- Qui parle ? Quelles sont les personnes intervenant dans le document ?	
2- Quel est son (leur) travail ?	
3- A qui s'adresse le document ?	
Deuxième écoute	
4- De quoi parle-t-il ? Que décrit-il ?	
5- Y a-t-il d'autres informations ? (L'état d'esprit, langage corporel...)	
6- Peut-on deviner où ils se trouvent ?	
7- Quels sont les éléments non-dits mais que l'on peut réussir à déduire ?	
8- L'objectif (relater, informer, convaincre, critiquer, dénoncer, etc.)	
Troisième écoute - Vérifiez et complétez les réponses.	

The Efficient Report

- 1**-During the 10' you will have to write a coherent report in French and show that you have understood.
- 2**-Read your notes and if you remember a new detail put it down.
- 3**--Do not give your opinion or discuss what is said in the documents, you are just asked to say what you have understood, do not panic you are not obliged to report all what have been said
- 4**-Your report should be organized as follow:
- ▶ presentation of the document (nature, length, type of discussion: interview, speech, news...)
 - ▶ Presentation of the persons who speak
 - ▶ Tell us about what he/she/they are speaking
 - ▶ Write briefly about their attitude (video) or the tone of the voice (audio)
 - ▶ End your report by determining the objective of the speaker(s) and the conveyed message.
- 5**- Read your report and check the mistakes, it is important to use linking words (connectors) to show the logical relationship between your ideas.

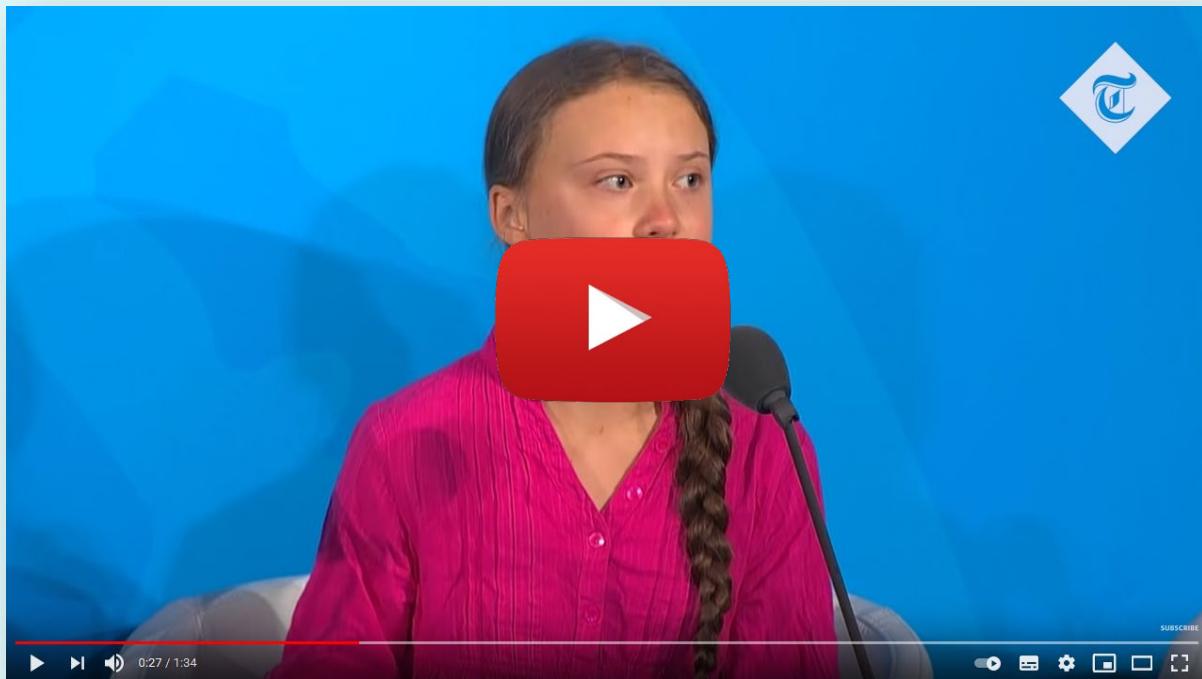
The Most Frequent Connectors

Linking words	Their use
D'abord, En premier lieu, Enfin, Ensuite	Enumeration
Aussi, De même, De plus, Encore, Et, Également	Addition
Bref, D'ailleurs, Donc, Ensuite, En somme, En outre, Or, Par ailleurs, Puis	Résumer
Car, C'est-à-dire, En effet, Effectivement, Étant donné que, Puisque	Explication
Entre autres, Notamment, Par exemple, C'est-à-dire, Autant dire que	Illustration
Au contraire, Néanmoins, Par contre, Pourtant, Quoique, Toutefois	Opposition
Alors, Ainsi, C'est pourquoi, D'où, Dans ces conditions, De sorte que, Donc, En conséquence, Par conséquent	Conséquence
Ainsi, Étant donné, Puisque	Conclure
Pour, En vue de, Pour que	Objectif, but

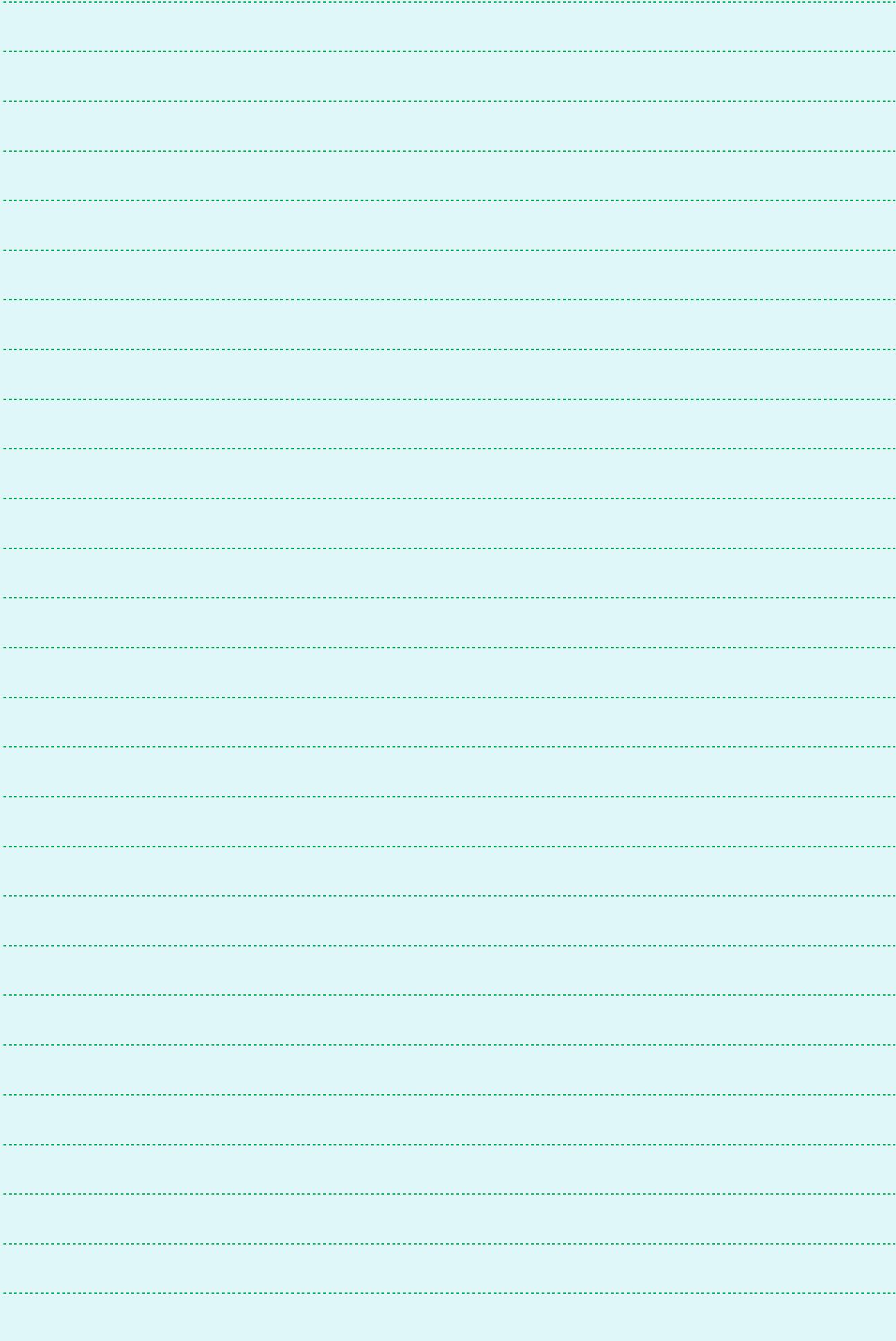


Here are two examples to train yourself, view the following videos and tell us what is being said, follow the steps and the tips we have seen above.

Video 1: "How dare you?" Speech of Greta Thunberg at the UN in 2019



<https://www.youtube.com/watch?v=xVlRompc1yE>



Video 2: Justin Trudeau tells the world why "I'm a feminist" at the United Nations' 60th Commission on the Status of Women.



https://www.youtube.com/watch?v=_G9jgYBN5Zs



ANSWER:

Video 1: "How dare you?" Speech of Greta Thunberg at the UN in 2019

Ce document est une vidéo de la célèbre jeune militante écologiste Greta Thunberg. Il date de 2019 lors de son allocution à la tribune de l'ONU. Le titre « How Dare You? » indique que son intervention a pour but de sensibiliser et responsabiliser la communauté internationale face à la dégradation de l'environnement et le déséquilibre écologique qui menace la vie sur terre. Donc, avec beaucoup d'émotion, Greta Thunberg s'adresse aux membres de l'ONU et aux industriels qu'elle considère responsables du changement climatique. Son discours symbolise l'opposition de la jeune génération au monde des affaires et aux leaders politiques. Elle leur reproche de lui avoir volé son enfance et ses rêves d'enfance. Au lieu d'être comme tous les enfants en train d'apprendre à l'école, elle se retrouve devant des adultes à leur rappeler les conséquences de leur politique. Elle trouve scandaleux de penser à amasser de l'argent alors que les gens souffrent ou sont en train de mourir.

Ensuite, Greta Thunberg, les informe que les recherches scientifiques ont bien démontré les conséquences catastrophiques de la politique économique sur l'environnement. Malgré ce danger, selon elle, ils osent ignorer la gravité de la situation. Avec beaucoup de colère, elle martèle que les solutions nécessaires ne sont toujours pas appliquées. Ce que Greta Thunberg redoute le plus, c'est la passivité volontaire des industriels malgré l'urgence de la situation dont ils sont bien conscients. Elle ne veut pas croire que malgré ça, ils refusent d'agir. Du haut de son jeune âge, Great Thunberg a su faire passer son message et celui de sa génération et à faire entendre sa colère envers les décideurs politique et économique.

Video 2: Justin Trudeau tells the world why "I'm a feminist" at the United Nations' 60th Commission on the Status of Women.

Cette vidéo du premier ministre canadien Justin Trudeau est intitulée « I'm a feminist ». C'est la phrase avec laquelle il a commencé son discours devant la 60ème commission sur le statut de la femme aux Nations Unis. A la question posée par l'une des participantes sur le fait de revendiquer son féminisme, Trudeau déclare qu'il est féministe veux juste dire qu'il est pour l'égalité entre hommes et femmes. En effet, il considère qu'il reste énormément de travail à faire pour y arriver. Trudeau encourage à utiliser ce mot de plus en plus souvent pour revendiquer son féminisme. Il va encore plus loin en demandant aux gens d'élever leurs enfants, filles ou garçons en manifestant leur féminisme.

Dans son cas, c'est sa femme Sophie qu'il lui a inculqué les principes du féminisme. Elle s'assure aussi que ses enfants, malgré leurs jeunes âges apprennent l'essence du féminisme. En tant que chef d'état, il doit être au courant des inégalités subies par les femmes. De ce fait, il tire parti de son statut pour faire entendre les revendications des femmes et leurs assurer un soutien. Pour finir, Trudeau a mis l'accent sur un point crucial qui est l'importance de continuer à travailler pour changer les idées reçues. Très applaudit Trudeau a certainement gagner la sympathie et le support des femmes.

LE TEMPS DU BILAN

Chapter 1	Women vested rights: How have women entered the public sphere
Doc 1	Role of education in women empowerment
The main ideas	<ul style="list-style-type: none"> • Education provides new horizons for women. • The new world requires the contribution of women in society. • The financial independence of women makes them able to take decisions. • Women in Bangladesh succeeded to enter the public sphere through politics.
Vocabulary	Empowerment, education, financial independence, public sphere, private sphere, traditions,
Doc 2	Woman in Power by Nancy Pelosi
The main points	<ul style="list-style-type: none"> • Woman is as able as man to take huge political responsibilities. • Her success is that of the pioneers of the American feminism. • It is important to be confident and ignore the doubting voices.
Vocabulary	Election, candidate, challenges, confidence, competence.
Doc 3	War poster 1943
The main ideas	<ul style="list-style-type: none"> • Women as patriotic as men. • War opened the door of the public sphere for women. • Answering the government call is a national duty and a proof of competence. • New job means a new status.
Vocabulary	Second World War, factories, male's jobs, adaptation, patriotism, performance, competence.



Vous pouvez maintenant faire et envoyer le devoir n°1

