

4 Women's Time, Time for Change

Are chores gender equality's ultimate frontier?

1 Gender issues and humour



- A. Describe document A. Say what its aim is and who it targets. Justify.
- B. Describe cartoons B and C. Sum up the situation in each cartoon.
- C. How do these cartoons tackle gender stereotypes?
- D. Read the *Cultural facts* p. 67 and relate the information with the documents studied. Are chores gender equality's ultimate frontier?

A

THE SATURDAY EVENING POST
March 5, 1949

"Girls, it's simply a matter of timing"

You can't go wrong with the **GREATEST Magic Chef YET!**
...It cooks and times whole meals automatically

Where Food's the Finest... it's Cooked with Magic Chef

AT THE WALDORF-ASTORIA

—you may eat in the splendor of the Grand Ball Room, in the famous Skylight Room or in any one of five other famous dining rooms. And whichever you choose, your food will be carefully prepared on Magic Chef Heavy Duty Gas Cooking Equipment. The same is true in many other fine hotels, restaurants and institutions across the country.

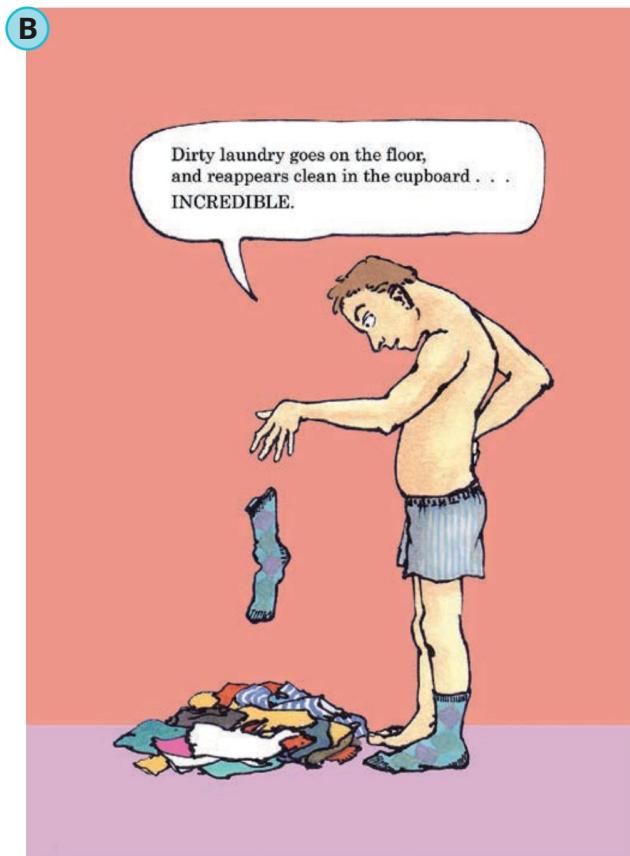
You can be certain he'll O.K. that new bonnet when you pave the way with a really satisfying dinner cooked the Magic Chef way. You'll have lots of extra chances to wear the new hat, too! Because automatic clock control turns gas on and off—cooks a complete oven meal by itself while you're away. Magic Chef's top burners, oven, broiler—all light instantly, automatically on "CP" models. Magic Chef gas ranges are made to use city, "Pyrofax" or other LP (bottled or tank) gases.

AMERICAN STOVE COMPANY • DEPT. S-1, ST. LOUIS 10, MO.
© 1948, American Stove Company.

more women cook on
Magic Chef
than on any other range

SEE IT AT YOUR GAS COMPANY OR MAGIC CHEF DEALER

"Magic Chef" vintage advert, USA, 1949



Jacky Fleming, postcards,

Cultural facts

Fact #1 According to a recent study from the University of New Hampshire, only about 2% of commercials featuring men showed them doing domestic tasks.

Fact #2 According to the U.S. Bureau of Labor Statistics, about 55% of American mothers employed full time do some housework on an average day, while only 18% of employed fathers do.

HELP!

Picture A

- housewife
- husband
- stove: *cuisinière*
- improve daily life
- have leisure time

Cartoons B & C

- criticism
- house chores
- pile of clothes
- be astonished
- do the laundry
- guest
- bothered: *dérangé(e)*
- look furious / angry...
- humour /*hju:mə/*
- irony
- denounce

YOUR TURN! 3 Interview with Jacky Fleming

Pairwork. Read Jacky Fleming's biography. Prepare an interview with her about using humour to convey a message.

- Pupil A is Jacky Fleming.
- Pupil B is a journalist.

Act out the interview!



Jacky Fleming (1955-) is a British feminist cartoonist and illustrator. Her work has been featured in many books and publications such as *The Guardian*, *The Independent*... She won the Artemisia Prize in 2018 for her book *The Trouble with Women* (2018) in which she focuses on brilliant women left out of history books.

5 Missing: 40 million Indian women

How do culture and social context explain India's gendercide?

1 "Oh no, it's a girl!"

A. Before reading. Take a look at the poster.

What message does it convey? Can you guess what the text is about?

B. Read the text and explain what being a woman implies in India.

C. What is Kavya Sukumar's opinion on the subject? What is her dilemma? Pick out relevant sentences to justify your answer.

D. In the last paragraph, what do the terms "supply" (l. 31), "demand" (l. 31) and "dowry market" (l. 32) imply about women?

E. Go further. What does this text show about the gap between laws and social traditions?



Every social studies textbook I remember from my childhood contained this sentence: "Dowry¹ is a social evil." It was mentioned often alongside sati, the practice where a widow self-immolates on her husband's funeral pyre² as a sign of loyalty.

⁵ Sati³ is more or less a thing of the past. It has been accepted as a barbaric practice that had to end.

But not dowry. The subtext of "social evil" when it came to dowry is often "social necessity."

My sister and I went to the same school and had the same ¹⁰ teachers, though five years apart. Both of us remember our social studies teacher attempting to justify dowry right after the lesson on "social evil." The teacher said that she would accept dowry for her son and give dowry when her daughter got married. She said it was basic economics that we were too young to understand.

¹⁵ Instead of being regarded as a crime and a source of shame, dowry has become a matter of pride. It is not as discreet as one would expect with an act of illegal transfer of assets. It is flashy and in your face. It is discussed over coffee at family gatherings. Sons-in-law are often introduced with the price tag they come with.

²⁰ "He works in the US. We gave my daughter 4 crores⁴."

Sons are seen as assets. There is a strong preference for male children, which has been blamed for years of female feticide. (Side note: Fetus sex determination has been illegal in India since 1994. But the sex ratio in the age group 0 to 6 continues ²⁵ to decline.)

This has left India with a very unbalanced sex ratio. There are 940 women for every 1,000 men according to 2011 census. India has 37 million more men than women, making it hard for men to find suitable brides. In certain parts of the country, ³⁰ wife sharing among brothers has become common.

Low supply and high demand should have tipped the scales in favor of women. Yet the dowry market has not seen any discernible drop.

As research points out, dowry has become an institutionalized ³⁵ and integral part of the Indian marriage. Social and economic realities do little to keep it in check.

¹ dot • ² bûcher funéraire • ³ tradition that compelled a widow to throw herself on her husband funeral pyre • ⁴ a crore = 10 million

Kavya Sukumar, [REDACTED], 2017

YOUR TURN! 2 Campaigning against gendercide

The Indian government wants to raise awareness about gendercide. Prepare the campaign poster to promote gender equality and put an end to dowries!

3 Meghalaya, India: Where women rule

- A. Read the text and turn to **Worksheet n°19** for help.
 B. Contrast the situation in Meghalaya with the situation in the rest of India.
C. Go further. Is gender inequality a matter of perception of a particular gender by the other, or is it a matter of a dominating gender wanting to keep the power at whatever cost?



In the small hilly Indian state of Meghalaya, a matrilineal system operates with property names and wealth passing from mother to daughter rather than father to son — but some men are campaigning for change. [...]

I am sitting across a table from Keith Pariat, President of Syngkhong-Rympei-Thymmai, Meghalaya's very own men's rights movement. He is quick to assure me that he and his colleagues "do not want to bring women down," as he puts it.

5 "We just want to bring the men up to where the women are."

Mr Pariat, who ignored age-old customs by taking his father's surname, is adamant that matriliney is breeding generations of Khasi men who fall short of their inherent potential, citing alcoholism and drug abuse among its negative side-effects.

10 "If you want to know how much the Khasis favour women, just take a trip to the labour ward at the hospital," he says. "If it's a girl, there will be great cheers from the family outside. If it's a boy, you will hear them mutter politely that, 'Whatever God gives us is quite all right.'"

15 Mr Pariat cites numerous examples of how his fellow brethren are being demoralised. These include a fascinating theory involving the way that gender in the local Khasi language reflects these basic cultural assumptions.

"A tree is masculine, but when it is turned into wood, it becomes 20 feminine," he begins. "The same is true of many of the nouns in our language. When something becomes useful, its gender becomes female. Matriliney breeds a culture of men who feel useless." [...]

I decide to see for myself in a remote village in the East Khasi Hills. After two hours walking through thick jungle I meet 25 42-year-old Mary. She is a "Ka Khadduh", the youngest daughter in her family and consequently, the one destined to live with her parents until she inherits the family house. Her husband, 36-year-old Alfred, lives with them. When I talk to her inside 30 their home, Mary tells me that women do not trust men to look



after their money so they take control of it themselves. I glance at Alfred for a response but he musters only a smile.

Mary goes on: "Most men in our village leave school early to help their fathers in the fields. This is a great detriment to their education."

35 I turn to Alfred once more. He responds with another shy smile. Mary admits she has never heard of the men's rights movement, but thinks the system will never change. Alfred maintains his Mona Lisa smile. [...] Forty minutes later however I have yet to 40 get a comment from Mary's husband and all too soon it is time to leave.

I feel that the last word should come from Alfred so I ask my translator to target a simple question directly at him.

"What does he think of the matrilineal system?"

45 There is a long and considered pause. After what seems like an eternity the silence is finally broken.

"He like," pipes up Mary, and it is time to go.

Timothy Allen, BBC Magazine, 19 January 2012



OPEN YOUR EARS!

🎵 PHONOLOGY 🎵

1. La prononciation de *man*, *men*, *woman* et *women*

- Écoutez les prononciations suivantes. [MP3 n°36](#)



man /mæn/ woman /wʊmən/
men /mɛn/ women /wɪmɪn/

- Lisez et classez ces mots dans le tableau en fonction de leur prononciation.

| | | |
|------------|-------------|------------|
| saleswoman | chairman | salesman |
| gentleman | batman | chairwoman |
| middleman | snowman | saleswoman |
| superman | policewoman | policeman |

| | |
|-------|-------|
| /mən/ | /mæn/ |
|-------|-------|

Écoutez l'enregistrement pour vérifier vos réponses.

[MP3 n°37](#)

- Récapitulons.

- Quand *man* est utilisé dans un nom composé, il se prononce généralement /mən/.
- Toutefois, dans certains cas, la voyelle *a* est prononcée avec sa valeur pleine /æ/.
- Les noms composés avec *woman* sont toujours prononcés /mæn/.



🌍 TRAVEL WITH ACCENTS! 🌍

- Écoutez cette phrase prononcée par une locutrice américaine puis en anglais standard. Faites attention aux éléments en gras. Quelles différences remarquez-vous ?



n°38



Six years ago, she got married but she didn't slow down and even put the idea of starting a family on hold.



n°39



- Récapitulons.

- En anglais américain, *married* est prononcé /e/ alors que le mot est prononcé /æ/ en anglais britannique. Il en va de même pour *family* dans cet extrait.
- On remarque que *ow* se prononce tantôt /əʊ/ comme dans *slow*, tantôt /aʊ/ comme dans *down* ! Il n'y a aucun moyen de prévoir cette différence de prononciation en anglais !
- On a par exemple :
/əʊ/ pour *follow, below, low, slow*
/aʊ/ pour *allow, down, now, brown, cow*
- Parfois, les deux sont possibles comme dans *Moscow* prononcé /əʊ/ en anglais britannique et /aʊ/ en anglais américain !

❓ AUDIO MYSTERY ❓

Listen to the speaker. What is the odd word out?

[MP3 n°40](#)



🎤 SHOW TIME 🎤

Écoutez ces phrases puis entraînez-vous à les prononcer en veillant à la bonne prononciation de *ow*.



n°41

There are women who are being carried from their sick beds on stretchers into meetings. They are too weak to speak, but they go amongst their fellow workers just to show that their spirits are unquenched, and that their spirit is alive, and they mean to go on as long as life lasts.



- Audio words
- MP3
- Interactive Test

SPICE UP YOUR VOCABULARY

UNIT 6

Use the vocabulary below to create your own mindmap and add more words if necessary!

Nouns

- activist
- demonstration
- demonstrator
- double standards: *deux poids deux mesures*
- fair sex = women
- feminism
- role model
- self fulfilment: *l'épanouissement personnel*
- sex discrimination
- struggle = fight
- women's rights

Verbs

- badly-paid
- biased /'bʌɪəst/
- bold = daring = fearless
- (un)educated
- equal /'i:kwal/ ≠ unequal /'ʌn'i:kwəl/
- emancipated
- illiterate /'ɪlɪtərət/
- ill-treated
- influential
- liberated
- male-dominated society
- powerful
- strong-willed = determined

Verbs and expressions

- assert one's rights
- be confined to the house = trapped at home
- be discriminated against
- be judged by the same standards
- be on equal footing
- break the glass ceiling
- campaign for / against
- challenge = defy
- compel = oblige /ə'blɔ:dʒ/
- denounce = expose
- empower oneself /ɪm'paʊə/
- emulate = imitate
- fulfil one's dream
- gag = silence /'saɪləns/
- get recognition ≠ have a lack of recognition
- hold up top jobs
- infantilise
- overcome difficulties
- raise an issue: *soulever un problème*
- raise awareness
- stand up
- step up: *prendre le relai*
- support a cause
- voice = express out loud = state sth

UP TO YOU!

★ 1. Match each word with its definition.

- | | | |
|---------------|-------------|----------------|
| A. step up | D. biased | G. influential |
| B. role model | E. activist | H. gag |
| C. daring | F. emulate | I. campaign |

1. impose silence on someone
2. not neutral, partial
3. do the same as other people
4. someone who fights for a cause
5. organise support for a cause, promote it publicly
6. when someone decides to take the lead
7. unafraid to do something
8. someone who inspires other people
9. someone who exerts power over others

★★ 2. Pick the odd word out and justify your answer.

- A. strong-willed • infantilised • daring
 B. confined • emancipated • empowered
 C. voice • gag • assert

★★ 3. Fill in the blanks with idioms from the list above.

- A. In her speech addressed to the United Nations, actress Emma Watson said she wanted to ... with male actors and earn the same salary.
- B. It took a lot of courage for nineteenth century adventurer Isabella Bird to ... of exploring the world. She inspired many people of her generation.
- C. Women in science would like to be ... as men and receive awards when they are deserved. Instead of this, their work is rarely recognised.
- D. Women in politics still have to The invisible barrier that keeps them from seats of power remains present in many countries, although English speaking countries were influential in changing this situation.

★★★ 4. You are a British lawyer. Your client, Mary Smith, was fired by her employer. She thinks it is because she was fighting publicly for equal pay. Write a speech that you plan to read to the press to gain the support of the public. Use as many words as possible from the list above.

RULE THE GRAMMAR!

LE PRÉTÉRIT SIMPLE

• Formation

À la forme affirmative, on ajoute **-ed** à la base verbale à toutes les personnes (*protested*).
Dans le cas de verbes irréguliers, on utilise la forme irrégulière (*went*).
Aux formes négative et interrogative, on utilise *did*.

| Verbes réguliers | Verbes irréguliers |
|------------------------|---------------------------|
| <i>Did he work?</i> | <i>Did they speak?</i> |
| <i>He didn't work.</i> | <i>They didn't speak.</i> |

• Utilisation

On utilise le présent simple quand il y a une rupture avec le moment présent.
She worked in Sheffield for three years.
Elle a travaillé à Sheffield pendant trois ans (ce n'est plus le cas).

Some suffragettes went on a hunger strike to defend their rights.

Certaines suffragettes ont fait une grève de la faim pour défendre leurs droits.

+ P.287

LE PRÉTÉRIT À LA FORME BE + -ING

• Formation

Il se forme avec **be** au présent en ajoutant **-ing** à la base verbale.

They were having fun. Ils/elles s'amusaient.

She was protesting at the time. Elle manifestait à l'époque.

+ P.288

LA VOIX PASSIVE

• Formation

On utilise l'auxiliaire **be** et le verbe au participe passé.

Women were forced to eat. On obligeait les femmes à manger.

La double complémentation (C.O.D.)

Avec certains verbes comme *ask, show, tell, teach, offer, send, lend...* on construit le passif avec deux compléments directs.

complément 2
The government gave the vote to women.
complément 1

On peut donc avoir : ***The vote was given to women*** ou, de manière plus fréquente en anglais :

Women were given the vote.

• Utilisation

Le passif permet de mettre l'accent sur l'action plus que sur celui qui la fait (l'agent).

Comparez les deux phrases :

Employers treat women badly. (voix active)

Women are treated badly. (voix passive)

On peut toujours réintroduire l'agent, pour cela on utilise **by**.

Women are treated badly by employers.

+ P.303

AGO / FOR / SINCE

• AGO : Il a valeur de date dans le passé et s'utilise uniquement au présent simple.

She delivered her speech 60 years ago.

Elle a fait son discours il y a 60 ans.

• SINCE : il exprime un point de départ dans le passé et s'utilise avec le *present perfect*.

They have been campaigning since the beginning of the movement. Ils ont fait campagne depuis le début du mouvement.

• FOR : il exprime une durée. Il peut s'employer soit avec le présent simple, soit avec le *present perfect*.

Women were second-class citizens for years.

Les femmes furent des citoyennes de seconde classe pendant des années.

They have been fighting for years.

Cela fait des années qu'elles / ils se battent.

+ P.288

UP TO YOU!

★ 1. Complete the sentences with **for, since or ago**.

- A. Women have been fighting to achieve gender equality ... 1910.
- B. ... 1893 women can vote in New Zealand.
- C. She has been working ... months on this project.
- D. She left school one month
- E. They have been protesting ... 6.00 pm.

★ 2. Put the verbs in the correct tense (preterite or preterite be + -ing).

- A. He (**do**) the washing up when his wife (**come**) back from an executive meeting.
- B. Roger (**house clean**) when Teresa (**ask**) him to serve her a large glass of whisky.
- C. Peter (**do**) the shopping when Clare (**start**) to watch Rugby on television.
- D. Bob (**change**) the baby while Eleanor (**play**) poker with her friends.
- E. Dan (**water**) pot-plants when Leslie (**start**) cutting the wood.

★★ 3. Put the verbs in the appropriate tense.

- A. At the turn of the century, suffragettes (**run**) a campaign against gender inequality.
- B. Women always (**strive**) to obtain more rights.
- C. Politicians (**give**) women the vote in 1918 in the United Kingdom and in 1920 in the U.S.
- D. In the past, dowries were given to daughters when they (**get**) married.
- E. Since she (**decide**) to work for the NACA, the place of women in the field of technology (**evolve**).

★★ 4. Put these sentences in the passive voice.

- A. Employers don't treat women fairly.
- B. Men have exploited women for too long.
- C. Suffragettes blocked many unfair laws.
- D. They give fewer opportunities to graduate women.
- E. Women often do all the house chores.
- F. Jacky Fleming wrote a book about women called *The Trouble With Women*.
- G. Electromagnetic advertisements target women.

★★★ 5. Put the verbs in the appropriate tense and use **for, since or ago** where necessary.

- A. Emmeline Pankhurst (**give**) a speech in Connecticut more than a hundred years
- B. ... the suffragette movement, gender equality (**be**) an issue.
- C. ... World War II, the family (**become**) the very centre of American life.

- D. ... almost sixty years, the sexual revolution (**challenge**) many traditional notions of motherhood.
- E. American women (**fight**) over a century.

★★★ 6. Translate these sentences into English.

- A. Le combat féministe est toujours d'actualité au XXI^e siècle.
- B. L'égalité n'a toujours pas été obtenue.
- C. Les hommes et les femmes ont un avenir commun.
- D. L'égalité des salaires reste un combat quotidien.
- E. Il y a de plus en plus de femmes cadres.

★★★ 7. Translate an excerpt of Emma Watson's speech.

"I decided that I was a feminist, and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word. [...] Why has the word become such an uncomfortable one? I am from Britain, and I think it is right I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decisions that will affect my life. I think it is right that socially, I am afforded the same respect as men".

8 . Interactive test. What is your score?

Picture challenge

★ 3 sentences
★★ 4 to 6 sentences
★★★ 7 sentences and +

How many sentences can you write using what you have learnt? Collect as many stars as possible!



Still from *Made in Dagenham*, 2010

CHOOSE YOUR PROJECT!

YOUR PROJECT #1



Groupwork. You work for the BBC that is launching a series called “HERstory” about the evolution of women’s rights in the English-speaking world. Interview several people about the meaning of feminism, gender equality, and the issues society still has to tackle on the subject. Choose a country from the English speaking world and take it into account in your context.

STEP 1 Choose the country you want to focus on and browse through the unit to prepare your questions.

STEP 2 Prepare your questions but keep them simple to get clear and elaborated answers.

STEP 3 Start by presenting your project and your goal.

STEP 4 Conduct the interviews.

TIPS

- Be ready to rephrase your questions if needed.
- Rekindle the conversation if the interviewee is too shy.
- Make quick transitions between questions.
- Take short breaks in-between questions for clarity.
- Smile and be dynamic.
- Do not forget to thank the interviewees.



Record the interviews and edit them with Audacity. Share your recording with your classmates!

OR

YOUR PROJECT #2



Write three entries of a Suffragette's diary for the book collection *Dear America Series*. Use what you know and do some additional research to imagine three phases in the life of a Suffragette: when she decided to fight for women's vote, when she was arrested and sent to prison, and finally when she was released and chose to keep or stop fighting.

STEP 1 Define the identities of the characters (name, age...).

TIPS

- Describe the historical context so the reader can picture it.
- Talk about how the character felt.
- Proofread your story.

STEP 2 Prepare a draft for each diary entry. Your plot must answer the following questions (who, where, when, what, why).

STEP 3 Write the story following the plan you have established.

UNIT

4**Évaluation**  **Compréhension de l'oral** "The private life of politicians"  MP3 n°42

Listen to the audio recording three times and recap what you have understood.

Expression écrite  **Choisissez l'un des deux sujets.****Sujet 1** : How do you account for the fact that in the United States the life of politicians should be flawless?**Sujet 2** : In turn, react to the forum by expressing your own opinion on how the private life of politicians should be. Develop your arguments.

UNIT

5**Évaluation**  **Compréhension de l'oral** "When employers make room for work-life balance"  MP3 n°43

Listen to the audio recording three times and recap what you have understood.

Expression écrite  **Choisissez l'un des deux sujets.****Sujet 1** : What are the advantages of flexible working time for both employers and employees? Can you think of any drawbacks?**Sujet 2** : As a representative for the staff in a big American company, you write a letter to the CEO asking him/her to introduce more flexibility within the company. You insist on how all personnel could benefit from such regulations.

UNIT

6**Évaluation**  **Compréhension de l'oral** "Oprah Winfrey's speech at the Golden Globes"  MP3 n°44

Listen to the audio recording three times and recap what you have understood.

Expression écrite  **Choisissez l'un des deux sujets.****Sujet 1** : Should celebrities always take action to try and make a change in the world? Why (not)?**Sujet 2** : According to *The New York Times*, #MeToo brought down 201 powerful men. Nearly half of their replacements are women. How much impact has the #MeToo movement had? Do you think that it will help women make their voices heard and change laws?

UNIT 4

Evaluation



"Shaw's images capture the Kennedy family in a relaxed and candid style [...]," says Amy Thornett, curator of Proud Central's exhibition *Life with the Kennedys: Photographs by Mark Shaw*.

"The photographs from Hyannis Port are particularly reminiscent of the 'American Dream' [...] portraying them as the 'perfect' American family."

- 5 Taken over a period when JFK¹ went from senator to president, Shaw's photographs offer an unprecedented view of the Kennedys' lives, which was made possible through the close relationship he fostered with the family. Indeed, the photographer was profoundly affected by the president's assassination, but maintained a friendship with Jackie. Thornett describes a particular 1962 shot "depicting Jackie on a private cruise, leaning playfully over the side of the boat while holding Shaw's camera. Sometime after JFK's assassination, Jackie borrowed Shaw's camera equipment again and returned it with a heartfelt note, confirming that their friendship was still a close one." It's this undeniable warmth between subject and photographer that renders Shaw's images so unique and intimate.
- 10 This was an era before presidents and politicians had official photographers to document their lives and careers; Thornett notes that "JFK was the first president to hire a Chief Official White House Photographer; Cecil Stoughton". "Whereas in previous presidencies, all official photographs had been taken by a selection of military photographers," she explains, "JFK understood how necessary it was to have documentation of inside the White House in a world that was becoming so strongly influenced by the media."
- 15 A black and white shot of JFK that features in *Life with the Kennedys*, entitled *JFK on the dunes near Hyannis Port*, was purportedly a favorite of the president's. "The photograph was taken as part of a larger photoshoot set around the coastal region of Hyannis Port," where the family spent holidays. "While other images from the shoot focus on the intimate family relationships shared between the Kennedys, this image stands out for its solitary depiction of JFK amongst the reeds. [...] A hub of family events and vacations, Shaw captured the politician unusually alone at the idyllic Massachusetts retreat; the photographer describes the family there as "together, always celebrating birthdays, parties, anniversaries, conscious of outdoor life, the beach and the air" in his seminal 1964 photo-book *The Kennedys*.
- 20 JFK, who was senator at the time, appears pensive and calm, "relaxed and glamorous", though Thornett identifies some tension in Shaw's photograph. [...] Describing how the image has become "symbolic"
- 25 of JFK's time in office, the curator continues: "Remembered for his unique charm and wit, the president seduced America with his fresh young face and willingness to rejuvenate American politics. The portrait hints at a man grappling with his responsibilities as both the leader of the United States and as a father."

Belle Hutton,

, 2018

¹ John Fitzgerald Kennedy (1917-1963)

Compréhension de l'écrit

- A. What was original in the way photographer Mark Shaw represented the Kennedy family and JFK?
- B. How did his links to the Kennedy couple influence his work?
- C. How did Mark Shaw sometimes portray President Kennedy? Why?
- D. To what extent was the Kennedy era a turning point in the representation of American presidents?

Expression écrite

Choisissez l'un des deux sujets.

Sujet 1 : How far can the media go to inform the public about the private lives of politicians?

Sujet 2 : Do you think that a president's private life must be made public? Why (not)?

U. 5 U. 6

Évaluation ➔

Women are belittled and face the sack if they complain about sexist dress codes, such as wearing revealing clothing and high heels all day, MPs have heard.

5 One MP described how her daughter was left with a fractured foot after being made to wear heels in a retail job. Speaking during a debate on Wednesday in parliament on workplace dress codes, Labour's Gill Furniss said her daughter

10 suffered a metatarsal fracture "more commonly affiliated with sports injuries". She said: "Quite literally adding insult to injury, she was denied any compensation or sick pay as she wasn't on the payroll for long enough.

15 Needless to say, she did not return to this type of work, but not everyone has that choice." The MP for Sheffield, Brightside and Hillsborough added that standing in high heels for a period of an eight-hour shift was the

20 norm in some professions. "Wearing heels in this way often causes foot pain, bunions, skin lesions, lower-limb pathology and other related discomforts for the heel-wearer."

The Westminster Hall debate heard other women

25 had been told to wear more revealing clothing in an effort to sell to male customers, while others had been told to bleach their hair blond and make sure their lipstick was the same shade as their colleagues'. Many, she said, had no choice but to

30 comply if they wanted to stay in employment. "It is fair to say that what we found shocked us. We found attitudes that belonged more – I was

going to say in the 1950s but probably the 1850s might be more accurate, than in the 21st century,"

35 said Labour MP Helen Jones, the chair of parliament's petitions committee, which organised the debate. "Threatened with dismissal if they complained, they were forced to bear pain all day, or to wear

40 clothing that was totally unsuitable for the tasks that they were asked to perform, or to dress in a way that they felt sexualised their appearance and was demeaning."

The debate followed a petition signed by more

45 than 150,000 people, which was launched by receptionist Nicola Thorp after she was sent home from work when she refused to wear high heels. The parliamentary petitions and women and equalities committees were moved to investigate

50 sexist work dress codes as a result. They subsequently called for a review of equality legislation.

The shadow equalities minister, Paula Sherriff, said the introduction of hefty employment

55 tribunal fees had stopped many women from seeking recourse through the courts. The equalities minister, Caroline Dinenage, called on all employers to review their dress codes to reform any offices still retaining a "dodgy 1970s

60 workplace diktat". She said the government "utterly condemns such dress requirements where their effects are discriminatory".

Kevin Rawlinson, 2017

Compréhension de l'écrit

Give a written account of the article focusing on the following elements:

- The situation that women have had to face when it comes to workplace dress codes (give examples);
- The consequences of some companies' dress code policies on women;
- The reactions of some Members of Parliament (MP) and from the government;
- The obstacles that women have had to face that prevented them from taking legal action;
- The actions that have been taken to tackle this issue.

Expression écrite

Choisissez l'un des deux sujets.

Sujet 1 : Is the workplace still "a man's world"? How could society be fairer to women?

Sujet 2 : The female employees of a British firm have decided to take action by writing a letter to their CEO, asking him/her to define a set of rules that will give them the choice to wear what they want in order to end any sexist dress code in the workplace. Write the letter.