

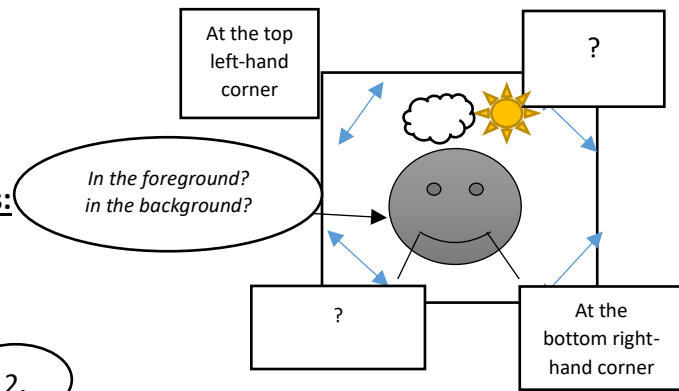
**Projet : Après vous être documenté(e) sur la question des inégalités hommes femmes, vous les dénoncez dans un discours lors de la journée internationale de la femme. EE-POC B1+-B2**

- **Tâche 1 : Comprendre** un document vidéo lié à un aspect socioprofessionnel et **comprendre** les arguments et les divergences de points de vue et **donner** son opinion. CO B1-B1+
- **Tâche 2 : Comprendre** l'essentiel d'un article présentant un point de vue (au-delà du factuel) et **rendre compte** en français. CE B1-B1+
- **Tâche 3 : Comprendre** les faits situationnels majeurs d'un événement d'actualité et **développer** son point de vue dans une présentation orale. CO-POC B1+-B2
- **Tâche 4 : Comprendre** les arguments et les divergences de points de vue d'un document vidéo afin de **rédigier** une publicité, un argumentaire / discours pour promouvoir l'égalité hommes-femmes CO- EE B2

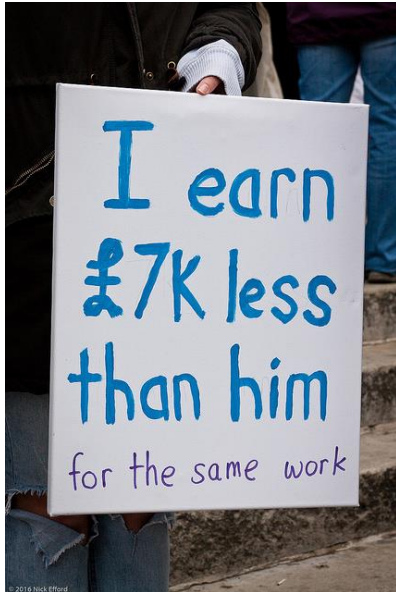


From: <http://www.globalgoals.org/global-goals/gender-equality/?src=digital-engagement>  
<http://cdn.globalgoals.org/2015/09/The-Global-Goals-Selfie1.pdf>

- **Pairwork: choose one picture. Describe it and explain what message it conveys/communicates: do you agree or disagree?**



1.



2.



[https://www.cartoonstock.com/directory/g/gender\\_gap.asp](https://www.cartoonstock.com/directory/g/gender_gap.asp)

3.



4.



5.



6.



**Tâche 1 : Comprendre** un document vidéo lié à un aspect socioprofessionnel et **comprendre** les arguments et les divergences de points de vue (conversations, échanges, débats etc.) CO- B1-B1+ <https://www.youtube.com/watch?v=bm3YfMtgEdI>

➡ **Video:** pay gap video humour « **One woman discovers the pay gap. »**

From “Do the job you're paid to do.” <http://bit.ly/YTbuzzfeedyellow>



A: **At first sight:**

- Where is that video from? Is it a serious kind of video? What is it aimed at?
- What can you see? number of characters, settings, recent? old?
- What are they doing? What are they looking at?
- What do you think is going to happen after? Use the title of the video as a help.

B: **Questions:**

- 1) How much does the young man earn? ☐ \$1,778 / ☐ \$1,728 / ☐ \$ 1,273
- 2) How about her? She earns ☐ \$780 / ☐ \$ 1,780 ☐ 78% of the man's wages.
- 3) How does she react and why?.....
- 4) What does she say to the employer sitting at his office about Mark's folder?  
.....
- 5) About the number of reports she had to do, how many of them did she actually do?.....
- 6) In the meeting, what does she do? .....
- 7) What does her boss ask her to do when she's sitting at her office?  
.....
- 8) What does she really do? Why does the alarm ring? .....
- 9) What does she explain about her work involvement to her boss?  
.....
- 10) When does he ask her to stay? .....

C. **Explain what the video denounces and express your point of view:**

- For me, it denounces the fact that..... because of .....
- I think it is terrible to see .....
- I don't/share the point of view of .....
- It would horrible for me if .....

#### D. GRAMMAR:

##### From direct speech to indirect speech

A.

- Direct speech:

*The girl says: « [...] that's so weird, we have the same job. That's not fair!"*

- Indirect/ reported speech:

*She said (that) it was so weird, (that) they had the same job. She added that that wasn't fair.*

B.

- Direct speech:

*Her boss asks her: "Can you give this folder to Mark?"*

- Indirect speech:

*He asked her if she could give the folder to Mark*

*He asked her to give the folder to Mark.*

- Surlignez les verbes introducteurs de discours et les pronoms.

Quels changements constatez-vous?

-  
-  
-  
-

##### Practice: You can use TO SAY (to) - TO TELL – TO ASK - TO ANSWER

- a. The man: "Did you make the reports Elsa talked about?"

The man ***asked her if she had made the reports Elsa had talked about.***

- b. She says: "I can give you four out five of the report"

She said

- c. Her boss says: "You didn't finish your sentence"

He .....

- d. Her boss tells her: "Are you available for a conference call ?"

He .....

- e. He tells her: "I feel you are not giving this job a hundred per cent"

.....

- f. She answers: "you 're right, I'm giving it about 78%"

.....



- **Tâche 2 : Tâche 2 : Comprendre** l'essentiel d'un article présentant un point de vue (au-delà du factuel) et **rendre compte** en français. CE B1-B1+

➡ Rédiger une synthèse de document et rendre compte en français.

### Rise of the £75,000 male secretary: Growing number of men applying for positions due to high rate of graduate unemployment

- Increasing number of men applying for secretarial positions
- Jobs no longer seen as more likely to be suited to women
- Male graduates feel PA and secretary roles could help them climb the corporate ladder



1. A growing number of men are applying for positions as secretaries and personal assistants - a job predominantly taken by women in the past. The surge is partly due to the high rate of graduate unemployment – more than one-fifth are out of work – and has been fuelled by salaries which can hit £75,000.

2. 'Out of the 1,000 candidates we've registered in the past 12 months, around 200 are male,' said David Morel, of TigerRecruitment.

'It's increasing the whole time. Since 2011 the numbers have been

doubling each year, and most are ambitious graduates. 'In the past, men felt the salaries weren't high enough and there was a stigma attached to administrative, typing-based roles. [...] The secretarial role has changed massively. Quest Professional, which offers training courses for the corporate sector, said this was the first year that men had enrolled on its executive PA programme and that 'more and more' men were doing its administrative course. 'Gone are the days of the traditional typist, and there is more of a career path.

3. '[Men] are seeing that they can get to a stage where they are providing a lot of business support to their boss, and that is reflected in their salary. [...] As well as organising and managing commitments, [men] are required to project-manage schedules and communicate with a vast network of contacts. 'It's an obvious career choice for ambitious individuals keen to operate at the centre of the business sphere.'

4. Joshua Watson, 25, an executive assistant to a female director at Barclays, said: 'I don't feel I'm treated any differently just because I'm male.

'I don't think that is an issue for my generation. It's a good job for me because I am passionate about organising.'

'I have good exposure to the top people in the company and I want to climb the ladder.'

<http://www.dailymail.co.uk/news/article> Published: 23:57 GMT, 13 October 2013, By [Luke Salkeld for the Daily Mail](#)

- 1) **Highlight** all the transparent words you find in the title and subheads. **Have a look** at the illustration. What is this document going to be about?

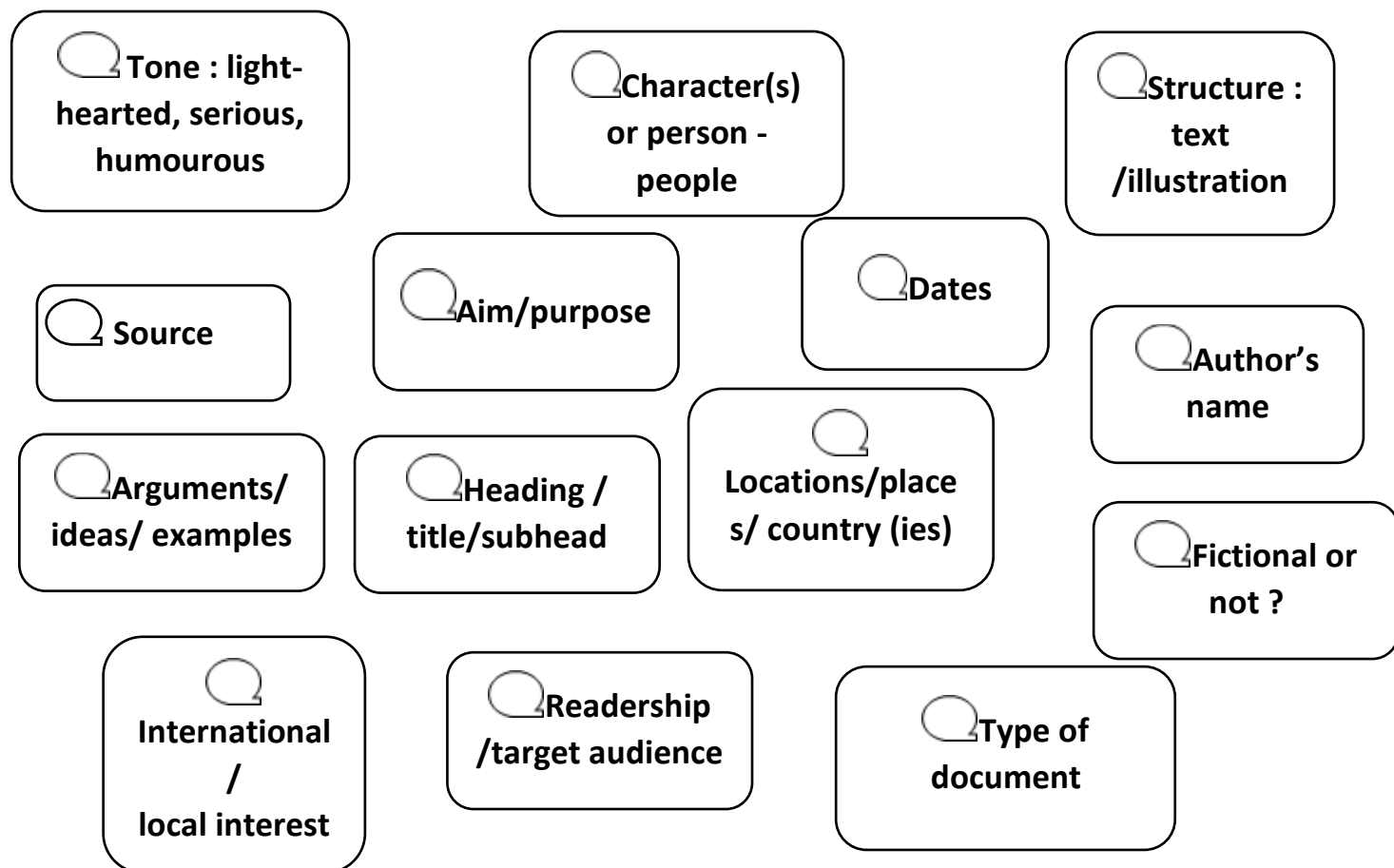
- 2) **Give** the English equivalent for:

- postuler pour (un emploi)	- un taux élevé	- le chômage des diplômés
- plus uniquement réservé à	- les échelons de l'entreprise	- une stigmatisation
- fonction axée sur la saisie informatique	- un parcours professionnel	
- gérer le planning de projet		

- 3) How would you organize your written work? **Number** each tile.



**To write my report of the text:**



- 4) **Make** for each category one question (at least) with:



**WHO /WHAT / WHERE /WHEN / WHY /HOW?**

Example:

- Who wrote this document? Who is the author of the document?



5) **Write** the answer to all your questions.

6) ***En français, en 10 lignes expliquez tout ce que vous avez compris du document***

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Are you Man Enough? Sentiments of a Male Nurse

by [Liane Clores](#), August 29, 2015



1. *James gets ready for the day. He has already eaten breakfast, read the newspaper and is now getting ready for work. [...]. Today is going to be another long day, he tells himself as he puts on his uniform [...]. You might expect him to head to an office or a construction site, but no, instead he is heading to the hospital to work. Yes, he is a health professional, a nurse to be exact, and a male.*
2. "Back when I was a student, I really had to work hard to prove to people, especially the patients that I, too, can become a nurse," says James when asked how it was back when he was still in nursing school.
3. [...] Gone were the days when the only nurses you see giving medications and providing nursing care are all females. Nowadays, you will see [...] men wearing an all-white ensemble caring for the sick, and guess what? It's not unusual anymore. However, there are still cases wherein a male nurse gets raised eyebrows from patients. Some even get ridiculed [...].
4. Being a male student comes with the additional challenge of facing society's expectations since the profession is predominantly female. The males must work harder just to prove that they can be as competent as their female counterparts.
5. According to [Echtenkamp], "after being exposed to the nursing world and being able to observe men first-hand in the nursing role, I could see that gender made no difference." There are times when males had to step back, and reconsider their options after learning all about the stigma of nursing as being a "woman's career". Many male nursing students tend to experience anxiety and stress when dealing with a patient and the [family], and at times, even their own family just because of this stigma. However, there are also those brave enough to pursue their passion and give nursing a try.
6. [...] This isn't the ancient times anymore, a lot has been made possible throughout the years and nursing has evolved. We must all learn how to embrace these changes and it must be made known to the public about the invaluable contributions made by men in the nursing profession. We shouldn't be gender biased, instead we must learn how to appreciate the unique knowledge, skills and abilities he has to offer his patients. it's time to break the gender barrier in nursing.



### Critères de notation LV1 de la partie 3 de l'épreuve de CCF au bac pro :

(Partie **D** car les parties **A**, **B** et **C** concernent la notation de l'expression orale(5mn) et interaction (5mn) avec l'examineur).

A noter également, que cette partie du CCF fait l'objet d'une évaluation à l'oral.



**A quel point avez-vous compris le document ? Si le candidat que vous serez ...**

#### **D. Comprendre un document écrit**

##### **Degré 1**

Comprend des mots, des signes ou des éléments isolés.	1 ou 2 pts.
---	-------------

##### **Degré 2**

Comprend partiellement les informations principales.	3 ou 4 pts.
--	-------------

##### **Degré 3**

Comprend les éléments significatifs ainsi que les liens entre les informations.	5 ou 6 ou 7 pts.
---	------------------

##### **Degré 4**

Comprend le détail des informations et peut les synthétiser. Identifie et comprend le point de vue de l'auteur.	8 ou 9 ou 10 pts.
---	-------------------

<b>Note D, sur 10 Comprendre un document écrit</b>	<b>/10</b>
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<b>Note D, sur 10 Comprendre un document écrit</b>	<b>/10</b>
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Fiche enseignant(e):

Attribution des points :

## D. Comprendre un document écrit

### Degré 1

Comprend des mots, des signes ou des éléments isolés.

1 ou  
2  
pts.

Document issu d'un site internet, composition illustration+ texte, article récent, le domaine médical

### Degré 2

Comprend partiellement les informations principales.

3 ou  
4  
pts.

Un article qui parle des professions traditionnellement réservées aux femmes. Être infirmier pour un homme, l'exemple de James.

### Degré 3

Comprend les éléments significatifs ainsi que les liens entre les informations.

5 ou  
6 ou  
7  
pts.

Le regard de la société évolue sur les stéréotypes associés aux professions. Néanmoins un homme désireux de devenir infirmier doit fait preuve de courage même si les patients et leur entourage manifestent de la surprise ou des moqueries

### Degré 4

Comprend le détail des informations et peut les synthétiser. Identifie et comprend le point de vue de l'auteur.

8 ou  
9 ou  
10  
pts.

**Note D, sur 10  
Comprendre un document écrit**

**/10**

Cet article issu d'un site internet a pour objectif d'informer et de sensibiliser ses lecteurs à la discrimination dont les hommes sont victimes et au courage nécessaire pour embrasser la carrière d'infirmier. D'après son auteur (un journaliste ?), il reste encore du chemin à faire pour que la société change de regard sur l'image traditionnelle et stéréotypée que la société continue d'attribuer à certaines professions. Les hommes sont donc aussi victimes des préjugés et discriminations hommes femmes

**Note D, sur 10  
Comprendre un document écrit**

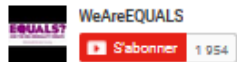
**/10**

- **Tâche 3 : Comprendre** les faits situationnels majeurs d'un événement d'actualité et **développer** son point de vue dans une présentation orale. CO-POC B1+-B2

## EQUALS? ARE WE EQUALS?



### EQUALS



2 124 324 vues

+ Ajouter à Partager \*\*\* Plus

8 378 811

Mise en ligne le 5 mars 2011

JAMES BOND SUPPORTS INTERNATIONAL WOMEN'S DAY 2011

[www.weareequals.org](http://www.weareequals.org) / [www.weareequals.org/blog](http://www.weareequals.org/blog)

The two-minute short, specially commissioned for International Women's Day, sees 007 star Daniel Craig undergo a dramatic makeover as he puts himself, quite literally, in a woman's shoes.

PLUS

<https://www.youtube.com/watch?v=gkp4t5NYzVM>

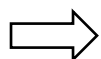
- 1) **At first sight:**
  - Nature of the document
  - Source
  - Author
  - Dates and context
  - Main idea conveyed by the document / Purpose
  - Main characters / setting (simple, plain)
  - Target audience

2) **Watch** the whole video:

- This document is:

- An awareness campaign against gender discrimination ☐
- An advertising video for James Bond latest movie ☐
- A video aimed at making fun of James Bond character ☐

3) Why is it particularly relevant to choose James Bond character for this video?

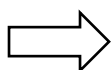


**Write** three sentences using:

- It's a great idea / It's particularly relevant / I don't see the point of choosing James Bond .... because .....
- I couldn't agree more / I have the feeling that ..... because .....
- to symbolize, to embody, masculinity, virility, strength, a symbol of...
- to be in contradiction with ..... / frailty .....

4) **Match** a word or sentence to its equivalent:

Promiscuous (attitude or behaviour)	•	• 9 months before a child's birth
pregnancy	•	• Said of someone having frequent sexual relationships with different partners
To be still likely to	•	• Sexual aggression
A far better chance to	•	• Almost no chance to
Hardly any chance	•	• The best opportunity to
Sexual assault	•	• Have more chances to
Such a fondness for women	•	• Shocking and surprising
What it might be like	•	• To be scared
Numbers remain stacked against us	•	• Actual or ex-boyfriend
Deprived of	•	• How it could be (like)
staggering	•	• Such a great love for women
To be afraid	•	• With no
Current or former partner	•	• Numbers are still against us



What themes are going to be talked about in this video?

.....

5) **Match** the facts and figures and **make** sentences:

**1 in 4 woman**

60 million women

30000 women in the UK

Women earn 10%

Women earn 1 %

70 million

- 
- 
- 
- 
- 
- 

- deprived of education
- **domestic violence**
- lose their jobs due to pregnancy
- of the property
- of the total income
- Sexual assault

⇒ Example : **1 in 4 women are victims of domestic violence.**

1. ...
2. ...
3. ...
4. ..
- 5.

6) What do the underlined pronouns refer to? A man or a woman? **Choose** an answer.

- a. You are less likely to be judged for promiscuous behaviour.
- b. There would be virtually no risk for your career.
- c. Consider what it might be like to one.
- d. Numbers remain stacked (*truqués*) against us.
- e. You have a far better chance of entering political office.

♂	♀
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### GRAMMAR:

- You are **less** likely to be judged **than** women.
- You have a **better** chance of entering political office.
- A man is still likely to earn **more** money **than** a woman.
- [It] is not **as** well [**as** it is].
- Women are **braver than** men if we consider the hard conditions they have to live through.
- Women are **more** likely to be assaulted when they get home in Britain **than** men.

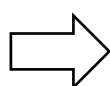
⇒ Quels éléments correspondent à :

- Plus (+ adj) que : .....et .....
- Plus de (noms/ quantité) que : .....
- Moins (+adj) que : .....
- Aussi/autant (adj ou nom) que : .....



- A. **Practice Exercise:** data from <http://www.un.org/en/women/endviolence/pdf/VAW.pdf>  
 “HOW WIDESPREAD IS VIOLENCE AGAINST WOMEN? Fact sheet”.

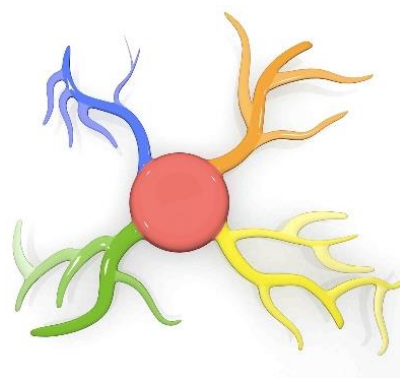
- 1- “Women aged 15- 44 are ..... (-) at risk to die from cancer, motor accidents, and war, according to World Bank data .....from rape and domestic violence.
- 2- Women (= old) .....their grandmothers and (= young)..... toddlers have routinely suffered from. [hard life conditions]
- 3- It is estimated that ..... (+) 130 million girls and women alive today have undergone Female Genital Mutilation, mainly in Africa and some Middle Eastern countries, and 2 million girls a year are at risk of mutilation.
- 4- It is evident that (+big) ..... (+) effort is needed to strengthen mechanisms to prevent, prosecute and remedy violence against women in times of war.
- 5- In many Europeans countries, women’s position needs to be (+ strong)) ..... than it is nowadays thanks to law reinforcement.



**Evaluation de la tâche 3 : présenter et mettre en avant** les arguments de la vidéo EOC B1 à B1+

A. S'exprimer en continu		C. Intelligibilité et recevabilité linguistique	
<b>Degré 1</b>		<b>Degré 1</b>	
Produit des énoncés très courts, stéréotypés, ponctués de pauses et de faux démarrages.	1 pt.	S'exprime dans une langue partiellement compréhensible.	1 ou 2 pts.
<b>Degré 2</b>		<b>Degré 2</b>	
Produit un discours simple et bref à partir du sujet choisi ou du document.	2 ou 3 pts.	S'exprime dans une langue compréhensible malgré un vocabulaire limité et des erreurs.	3 ou 4 pts.
<b>Degré 3</b>		<b>Degré 3</b>	
Produit un discours pertinent par rapport à la dimension culturelle ou professionnelle du sujet choisi ou du document.	4 ou 5 pts.	S'exprime dans une langue globalement correcte pour la morphosyntaxe comme pour la prononciation et utilise un vocabulaire approprié.	5 ou 6 pts.
<b>Degré 4</b>		<b>Degré 4</b>	
Produit un discours nuancé, informé, et exprime un point de vue pertinent.	6 pts.	S'exprime dans une langue correcte et fluide, avec une prononciation claire et des intonations relativement naturelles.	7 ou 8 pts.
<b>Note A, sur 6</b> <b>S'exprimer en continu</b>	<b>/6</b>	<b>Note C, sur 8</b> <b>Intelligibilité et recevabilité linguistique</b>	<b>/8</b>

- Dans un oral de 3 à 5 mn, à l'aide des éléments étudiés en cours vous présenterez cette vidéo. Vous conclurez en donnant votre avis. Cette présentation prendra appui sur la carte mentale de votre choix pour vous aider à mémoriser.



Note sur 14 puis sur 20

- **Tâche 4 : Comprendre** les arguments et les divergences de points de vue d'un document vidéo afin de **rédigé** une publicité, un argumentaire / discours pour promouvoir l'égalité hommes-femmes CO- EE B2

<https://youtu.be/gkjW9PZBRfk> (0.36-5:00)



Emma Watson HeForShe Speech at the United Nations | UN Women 2014

a) **Identify** the context.

⇒ It takes place

- ☐ at a commission of the European Union
- ☐ at the United Nations
- ☐ at a special session of the U.S government

b) **Who's speaking?** What do you know about her? What is she talking about?



- 
- 
- 

c) **Who does she address her speech to?**

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> The president of the USA | <input type="checkbox"/> the UN Secretary General | <input type="checkbox"/> the President of the general assembly | <input type="checkbox"/> the Executive Director of UN Women |
|---|---|--|---|

d) **What's the name of the campaign** Emma Watson is launching that day? Is it the first one of the that kind?

e) **Why** does she do that speech? Give **two reasons**.

- 
- 

f) **What has she realized** when she talked about feminism?

☐ It has become synonymous of men indifference

☐ It has become synonymous of man hating

g) According to her, what about feminism today?

Feminism has become	aggressive	This has to.....
	trendy	
	unpopular	

➡ What is feminism? .....

h) **Identify** in her speech **the different steps** when **she experienced differences** between men and women.

Age	Event she experienced
At ...	She...
At ...	She...
At ...	She...
At ...	She...

➡ ☐ She is seen as someone who has too a ☐ female ☐ cute ☐ strong and aggressive expression

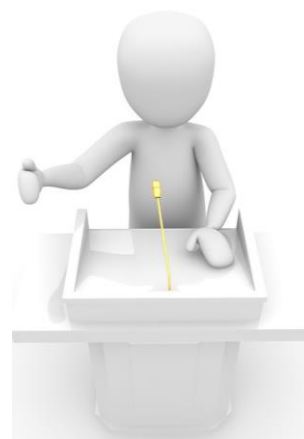
i) **According to her, what is right for women?**

It is right that	
It is right that	
It is right that	

➡ Your 5 mn speech:

### BEING A FEMINIST IS BEING HUMAN!

- **Determine who you are going to talk to** ("Dear assembly, dear teacher... ☺)
- **Explain the reason, circumstance and motives of your speech.**  
**Define what cliches are** and the terrible consequences of gender gap ("I'm reaching out to you because...")
- **Explain what you want to do** ("We need first ..., then....")
- **Explain the reasons why we need to act now**, give examples (due to ..., because....., as a consequence ....as an example ....., for instance)
- **Explain why it would be better** for everyone to struggle against gender gap, give examples.
- **Conclude and thank** your audience.



**FICHE D EVALUATION ET DE NOTATION DE LA PRODUCTION ORALE EN CONTINU LV1**

**Tâche finale :Comprendre la démarche d'Emma Watson et s'inspirer de son discours pour promouvoir l'égalité hommes – femmes.**

Preparation - Agents hommes femmes					
S'exprimer en continu	Intelligibilité et recevabilité linguistique	Define gender gap	Examples of differences between men and women	Benefits of equality for men	Reasons for supporting equality between men and women
<b>Degré 1</b> Produit des énoncés très courts, stéréotypés, ponctués de faux démarrages et de pauses <b>1 point</b>	<b>Degré 1</b> S'exprime dans une langue partiellement compréhensible  <b>1 ou 2 points</b>	Definition  Voc spécifique et definition claire	Give 3 examples and explain them - - -	Give 3 benefits and explain them  - - -	3 reasons Implication et conviction du discours
<b>Degré 2</b> Produit un discours simple <b>2 ou 3 points</b>	<b>Degré 2</b> S'exprime dans une langue compréhensible malgré un voc limité et des erreurs <b>3 ou 4 points</b>				
<b>Degré 3</b> Produit un discours pertinent par rapport à la dimension culturelle <b>4 ou 5 points</b>	<b>Degré 3</b> S'exprime dans une langue globalement correcte pour la morphosyntaxe comme pour la prononciation <b>5 ou 6 points</b>				
<b>Degré 4</b> Produit un discours nuancé, informé. <b>6 points</b>	<b>Degré 4</b> S'exprime dans une langue correcte et fluide avec une prononciation claire et des intonations relativement naturelles <b>7 ou 8 points</b>				
Sur 6	Sur 8	Sur 4	Sur 6	Sur 6	
Sur 40					
Sur 20					