





I. THE TIMES ARE CHANGING

The nation celebrated when England won the World Cup in 1966 and marvelled when the first men stepped on the moon in 1969. The electorate felt confident when Harold Wilson came to power in 1964, promising to exploit the "white heat of a technological revolution", while The Beatles, The Rolling Stones, Twiggy and Mary Quant made London the fashion capital of the world. [...]

The UK found itself in the first true decade of consumerism. This is when the baby-boomers really kicked the consumer society into gear, spending like lottery winners and trying everything on offer – lots of it illegal. For the first time, there were more young people than old and, representing a powerful economic and cultural force, they swept everything else aside.

Drugs, hippy anti-establishmentarianism¹ and the sexual revolution – fuelled by the uptake² of the pill – were such a powerful social force, especially in the late 60s, that brands found themselves communicating in a radically different climate to the 50s, when men were men and women were housewives.

■ www.marketingmagazine.co.uk, June 20, 2002

1. (ici) rébellion contre la classe dominante 2. utilisation



Understanding the article

- Skim through the text and try to remember as many keywords as possible. Use them to define the Sixties.
- Find in the text all the elements corresponding to the following definition of the word *counter-culture* : " a culture with values and lifestyles that go against those of established society".



<u>Aucun changement</u>				<u>Preterit et part.passé en -GHT</u>			
Parier	BET	BET	BET	Acheter	BUY	BOUGHT	BOUGHT
Laisser	LET	LET	LET	Apporter	BRING	BROUGHT	BROUGHT
Frapper	HIT	HIT	HIT	Se battre	FIGHT	FOUGHT	FOUGHT
Couper	CUT	CUT	CUT	Penser	THINK	THOUGHT	THOUGHT
Couter	COST	COST	COST	Chercher	SEEK	SOUGHT	SOUGHT
Jeter, Lancer	CAST	CAST	CAST	Enseigner	TEACH	TAUGHT	TAUGHT
(se) blesser	HURT	HURT	HURT	Attraper	CATCH	CAUGHT	CAUGHT
Poser, mettre	PUT	PUT	PUT	<u>Suppression d'une lettre au pret.et part.passé</u>			
Lire	READ	READ	READ	Tirer	SHOOT	SHOT	SHOT
Répandre, étaler	SPREAD	SPREAD	SPREAD	Rencontrer	MEET	MET	MET
Verser (larmes)	SHED	SHED	SHED	Nourrir	FEED	FED	FED
<u>Irrégularités 'non régulières'</u>				Saigner	BLEED	BLED	BLED
Etre	BE	WAS/WERE	BEEN	Elever	BREED	BRED	BRED
Aller	GO	WENT	GONE	Mener	LEAD	LED	LED
Subir	UNDERGO	UNDERWENT	UNDERGONE	Eclairer	LIGHT	LIT	LIT
Faire	DO	DID	DONE	<u>Changement de voyelle</u>			
Manger	EAT	ATE	EATEN	<u>La voyelle change une fois</u>			
Fabriquer	MAKE	MADE	MADE	Tenir	HOLD	HELD	HELD
<u>Changement de voyelle</u>				Obtenir	GET	GOT	GOT
<u>(la voyelle change au pret. et au part.passé)</u>				Gagner	WIN	WON	WON
Devenir	BECOME	BECAME	BECOME	Briller	SHINE	SHONE	SHONE
Venir	COME	CAME	COME	Creuser	DIG	DUG	DUG
Surmonter	OVERCOME	OVERCAME	OVERCOME	Suspendre	HANG	HUNG	HUNG
Voir	SEE	SAW	SEEN	Piquer	STING	STUNG	STUNG
Courir	RUN	RAN	RUN	Se balancer	SWING	SWUNG	SWUNG
Boire	DRINK	DRANK	DRUNK	Coller	STICK	STUCK	STUCK
Chanter	SING	SANG	SUNG	S'asseoir	SIT	SAT	SAT
Nager	SWIM	SWAM	SWUM	<u>La voyelle (et une consonne) change(nt) et double(nt)</u>			
Commencer	BEGIN	BEGAN	BEGUN	Comprendre	Understand	Understood	Understood
Sonner	RING	RANG	RUNG	Tenir debout	STAND	STOOD	STOOD
Porter (vêtement)	WEAR	WORE	WORN	Trouver	FIND	FOUND	FOUND
Tomber	FALL	FELL	FALLEN	Attacher, lier	BIND	BOUND	BOUND
Donner	GIVE	GAVE	GIVEN	<u>Apparition de -T, -D ou -ED au preterit</u>			
Pardonner	FORGIVE	FORGAVE	FORGIVEN	Perdre	LOSE	LOST	LOST
Interdire	FORBID	FORBADE	FORBIDDEN	Dire, raconter	TELL	TOLD	TOLD
Oublier	FORGET	FORGOT	FORGOTTEN	Vendre	SELL	SOLD	SOLD
Chevaucher	RIDE	RODE	RIDDEN	Construire	BUILD	BUILT	BUILT
Surgir	ARISE	AROSE	ARISEN	Gâter	SPOIL	SPOILT	SPOILT
S'élever	RISE	ROSE	RISEN	Brûler	BURN	BURNT	BURNT
Conduire	DRIVE	DROVE	DRIVEN	Envoyer	SEND	SENT	SENT
Ecrire	WRITE	WROTE	WRITTEN	Dépenser	SPEND	SPENT	SPENT
(se) réveiller	(A)WAKE	(A)WOKE	(A)WOKEN	Prêter	LEND	LENT	LENT
Prendre	TAKE	TOOK	TAKEN	Apprendre	LEARN	LEARNT	LEARNT
Remuer	SHAKE	SHOOK	SHAKEN	Signifier	MEAN	MEANT	MEANT
Savoir	KNOW	KNEW	KNOWN	Rever	DREAM	DREAMT	DREAMT
Jeter	THROW	THREW	THROWN	Distribuer	DEAL	DEALT	DEALT
Grandir	GROW	GREW	GROWN	Sauter	LEAP	LEPT	LEPT
Dessiner	DRAW	DREW	DRAWN	Ressentir	FEEL	FELT	FELT
(se) retirer	Withdraw	Withdrew	Withdrawn	Epeler	SPELL	SPELT	SPELT
Voler	FLY	FLEW	FLOWN	Dormir	SLEEP	SLEPT	SLEPT
Dérober, voler	STEAL	STOLE	STOLEN	Balayer	SWEEP	SWEPT	SWEPT
Casser	BREAK	BROKE	BROKEN	Garder	KEEP	KEPT	KEPT
Parler	SPEAK	SPOKE	SPOKEN	Laisser	LEAVE	LEFT	LEFT
Tisser	WEAVE	WOVE	WOVEN	Avoir	HAVE	HAD	HAD
Choisir	CHOOSE	CHOSE	CHOSEN	Payer	PAY	PAID	PAID
Geler	FREEZE	FROZE	FROZEN	Dire	SAY	SAID	SAID
Se cacher	HIDE	HID	HIDDEN	Poser, allonger	LAY	LAI	LAI
Mordre	BITE	BIT	BITTEN	Entendre	HEAR	HEARD	HEARD
				Montrer	SHOW	SHOWED	SHOWN

LET'S TALK ABOUT THE PAST EXERCISES

RAPPELS

Pour parler du **passé** en anglais, on utilise le temps appelé, qui peut être décliné sous deux aspects (ou formes) : et

Ledes verbes irréguliers se forme en ajoutant -.....au verbe.

A noter que : -ne se prononce..... // !!!

-L'auxiliaire du passé (pour former les négations et interrogations) est

Souligne le verbe conjugué dans ces phrases. A quels temps et formes sont elles ? Quelle est la valeur pour chacune ?

	Temps/forme	Valeur
<i>The events that took place were quite important.</i>		
<i>The event that was taking place was quite important.</i>		

❖ ❖ ❖ ❖ ❖ ❖ ❖

EXERCICE 1

Rédige la biographie de l'un des personnages suivants, en faisant des recherches sur le web. **10 lignes max.**

Pense à donner dates et lieux de naissance et de mort, métier / fonction, qualités, palmarès / actions accomplies .
événements marquants dans sa vie.

- a) JOHN LENNON b) J.FITZGERALD KENNEDY c) MARYLIN MONROE d) MARTIN LUTHER KING

EXERCICE 2

Conjuge le verbe entre parenthèses au preterit simple ou au preterit BE + V-ING. Souligne les indices, s'il y en a, qui t'ont permis de faire le choix de la forme.

- 1.You (look).....very tired last night when I (see).....you. What (happen).....to you?
- 2.He (not/pay).....attention to where he (go).....
- 3.When I first (meet).....him, he (work)..... in a bank.
- 4.I last (see) him at the airport. I (ask)him where he (fly).....to. He (tell)me he (leave)..... for Los Angeles, for business. I (not/believe).....him because there (be).....no scheduled flight to LA that day ! He probably (lie).....to me. But where (he/go).....then?

EXERCICE 3

Trouve les questions portant sur les éléments soulignés.

- 1.In the Sixties, the black people fought for freedom.
- 2.Women wanted to become the equals of men.
- 3.He left for Vietnam because he was sent by Government.
- 4.He stayed there for 6 months.
- 5.He came back in April. He arrived at 6 in the morning, on a beautiful Sunday.
- 6.They were having breakfast when the end of the war was announced.
- 7.He was doing a speech while thousands were still arriving to listen to him.

EXERCICE 4

Traduis

- 1.Quel temps faisait-il ce jour-là ? -Il pleuvait.
- 2.Quand cela s'est-il passé ? -il y a quelques années, je crois. J'étais très jeune.
- 3.Nous n'avons pas beaucoup dormi la nuit dernière, nos voisins faisaient la fête.
- 4.Que faisaient-ils lorsque la bombe a explosé ? (*to explode*)





(1961)

Look at the document : introduce it, then describe and analyse it !

Useful prompts :

- What ? who ? where ? when ? actions ? background/ foreground?
- Look at the woman more precisely. How does she look?
- Catchphrase + Slogan : read and explain
- Who is this ad made for? Do you think it is efficient?
- What is your opinion about it?

Useful vocabulary :

- A mixer = a type of kitchen appliance
- A cook, to cook
- The cook wears a chef's hat (= une toque)
- To aim at : viser qqch/qq
- A wife / A Husband => a couple
- The target : la cible
- A customer = a client
- To entice people into buying sth = inciter ...à acheter...
- The pocketbook : le portefeuille, la comptabilité
- To depict / portray someone AS...



Décrire une image Describing an advert

Le plan classique de description d'une image est le suivant :

1. **présenter**
2. **décrire**
3. **interpréter (= expliquer)**
4. **conclure (si possible intention de l'auteur / du dessinateur... + donner son opinion)**

Pour les publicités (adverts / ads)

Les publicitaires aiment les jeux de mots (*puns*). **Regardez donc avec attention le slogan.** Le texte et l'image sont souvent liés : trouvez comment. Une publicité sert à vendre, à convaincre. Quel est le public visé ? Est-elle efficace ? Vous a-t-elle plu ? Achèteriez-vous le produit ? Connaissez-vous quelqu'un qui l'achèterait ?

Un rapide guide de survie :

Localiser lors de la description :

In the top left-hand corner

At the top

In the top right-hand corner

On the left-hand side

In the centre/middle

On the right-hand side

In the bottom left-hand corner

At the bottom

In the bottom right-hand corner

Expressions utiles

- *It shows... / it represents...*

- *In the foreground, in the background... I can see / There is... / We can notice...*

- *The scene takes place...*

- *It consists in... / It is composed of... / It is made up of...*

- *It is a close-up (un gros plan)*

- *behind / in front of / to the right / above / under / etc.*

- *I find it funny / surprising / shocking / effective / ridiculous / convincing*

- *In my opinion... / According to Me*

Un peu de vocabulaire

the target (*cible*)

housewife (*ménagère*)

social / age group

catchphrase (*accroche*)

slogan

logo

brand name (*marque*)

campaign

the advertiser

the customers

stereotype / cliché

efficient / effective

persuasive / convincing

catchy (*accrocheur*)

misleading

creative

imaginative

flashy (*tape-à-l'oeil*)

realistic

shocking

clumsy (*maladroit*)

odd (*bizarre*)

to be aimed at / to aim at
(viser)

to convince / to persuade

to be convincing

to entice people **into buying**

(pousser les gens à acheter)







**Sooner or later, your wife will drive home
one of the best reasons for owning a Volkswagen.**

Women are soft and gentle, but they hit things.

If your wife hits something in a Volkswagen, it doesn't hurt you very much.

VW parts are easy to replace. And cheap. A fender comes off without dismantling half the car. A new one goes on with just ten bolts. For \$24.95, plus labor.

And a VW dealer always has the kind of fender you need. Because that's the one kind he has.

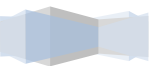
Most other VW parts are interchangeable too. Inside and out. Which means your wife isn't limited to fender smashing.

She can jab the hood. Groze the door. Or bump off the bumper.

It may make you furious, but it won't make you poor.

So when your wife goes window-shopping in a Volkswagen, don't worry.

You can conveniently replace anything she uses to stop the car. Even the brakes.



1968: Women's lib becomes a powerful force

The legal advances came in the form of two acts of Parliament. The Matrimonial Property Act laid down that a wife's work whether¹ in jobs outside the house or as a housewife within it was to be regarded as an equal contribution with that of the husband if, in the event of divorce, the family home had to be divided.

The Equal Pay Act also passed through its parliamentary stages this year. It does not come fully into practice for five years [...], but it does finally establish the principle of equal pay for equal work.

Feminists have welcomed both of these new acts, which continue a process of reform which gathered momentum² during the Sixties in areas such as abortion³, divorce and contraception. The availability of⁴ the contraceptive pill came to symbolize a new freedom for women [...]. Even so, "women's lib" as a movement is in its infancy here compared with more strident⁵ campaigns in the United States.

Chronicle of Britain, 1992

1. que ce soit 2. s'est accéléré 3. avortement 4. accès à 5. (ici) virulentes

1968 "women's lib becomes a powerful force"

Reading grid (text p39)

1) introduce the document and its main topic

-type of doc., source, date : _____
 -topic : _____
 -legal references (2 acts) : _____

2) find the equivalent of the following words in the text

-progress : _____ -establish : _____
 -in case of : _____ -vote : _____
 -application : _____ -beginning: _____

3) say whether the following statements are RIGHT or WRONG and justify quoting from the text.

-the Matrimonial Property Act of 1968 gave equal importance to a wife's work outside or inside the house.

☐ right ☐ wrong _____

-the 1968 Equal Pay Act enabled women to get the same salary as men.

☐ right ☐ wrong _____

-abortion, divorce and contraception became possible in 1968.

☐ right ☐ wrong _____

-in 1968, the "women's lib" movement was not as strong in Britain as in the USA

☐ right ☐ wrong _____



Used to ou be used to ?

► Précis grammatical 47

1 Traduisez les phrases suivantes en utilisant *used to* ou *be used to*.

- a. Ce fut difficile pour elle parce qu'elle n'avait pas l'habitude de parler en public.
- b. Autrefois, les femmes n'avaient pas les mêmes droits que les hommes.
- c. Dans le passé, il y avait de grandes inégalités de salaire entre hommes et femmes.
- d. Les hommes n'étaient pas habitués à faire les tâches ménagères, mais les choses ont changé.
- e. Autrefois, les hommes ne faisaient jamais le ménage ou le repassage.

Les verbes à particule

► Précis grammatical 48

2 Remplacez les verbes à particule (*phrasal verbs*) soulignés par leur équivalent d'origine latine ou française. Traduisez les énoncés produits.

- abolish • accept • admire • abandon • continue • defend • discover • reduce • refuse • return*
- a. Thanks to women who dared to stand up for their rights, the Equal Pay Act was passed in 1975.
 - b. Women could no longer put up with being paid a lot less than men for the same job.
 - c. They had little money when they were on strike, they even had to cut down on their spending, but they did not give up and kept on fighting.
 - d. Rita turned down the offer because she believed the pay rise was not sufficient.
 - e. She got angry when she found out that one of the girls had gone back to work.
 - f. Rita's colleagues looked up to her because she was so determined to do away with pay inequality.

Used to ou be used to ?

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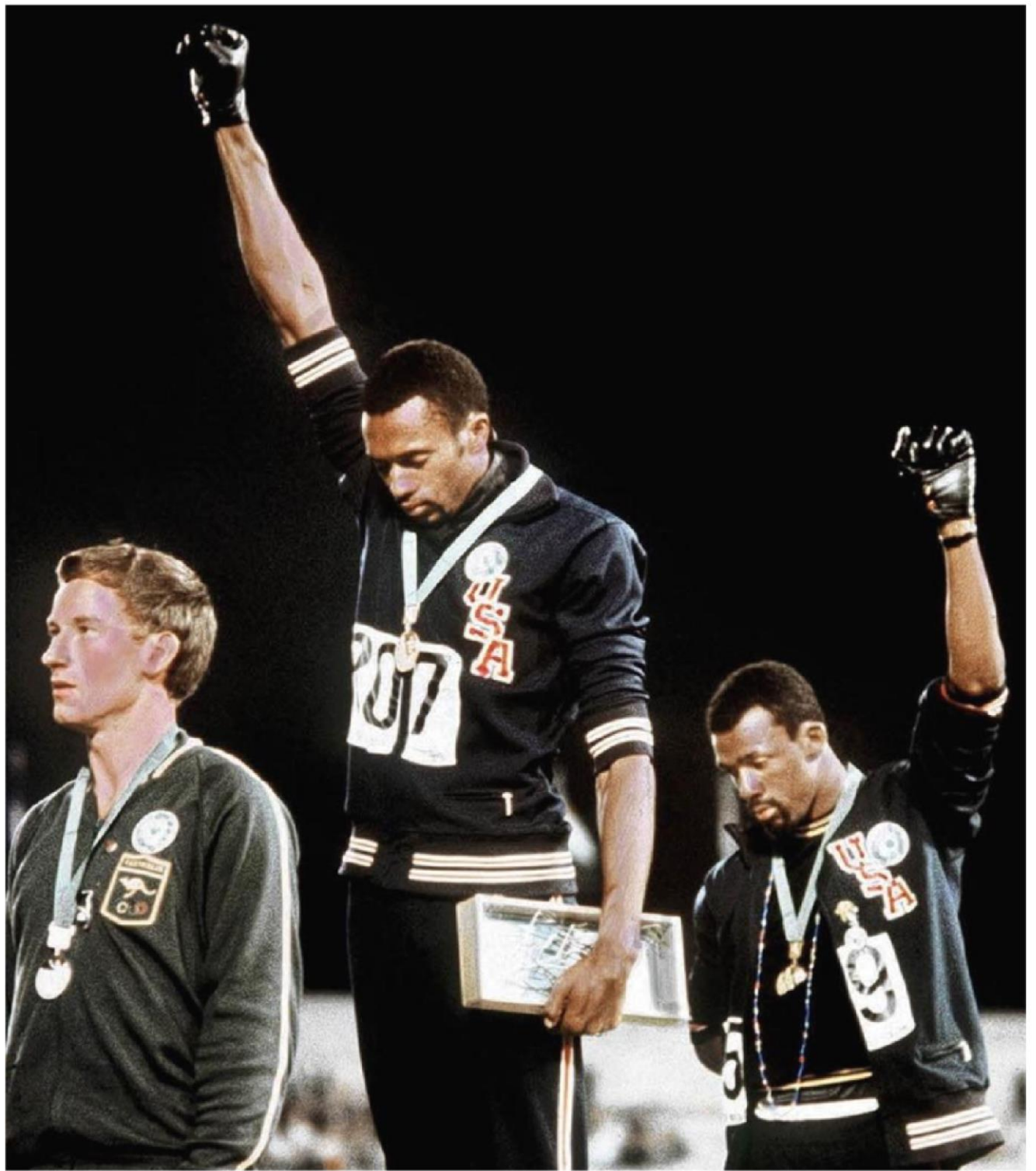
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16 October 1968, Olympic Stadium in Mexico City.
Tommie Smith (centre), John Carlos (right) and Peter Norman (left).



Black Power Advocates Ousted¹ From Olympics

U.S. Team Drops Smith and Carlos for Clenched-Fist Display on Victory Stand

By JOSEPH M. SHEEHAN

Special to *The New York Times* - October 19, 1968

Mexico City, Oct. 18, 1968

The United States Olympic Committee suspended Tommie Smith and John Carlos today for having used last Wednesday's victory ceremony for the 200-meter dash at the Olympic Games as the vehicle for a black power demonstration. The two Negro sprinters were told by Douglas F. Roby, the president of the committee, that they must leave the Olympic Village. Their credentials also were taken away, which made it mandatory² for them to leave Mexico within 48 hours.

Clenched Fists Raised

At Wednesday's 200-meter victory ceremony, Smith, the winner, and Carlos, who finished third, wore black scarves around their necks and black gloves (Smith on his right hand and Carlos on his left).

After receiving their medals from the Marquis of Exeter the



↑ 1968 Olympic Games, men's 200 metres final

president of the International Amateur Athletic Federation, who was an Olympic 400-meter hurdles champion in 1928, Smith and Carlos raised their gloved hands with fists clenched and kept their heads deeply bowed during the playing of the national anthem and raising of the United States flag in their honor.

This demonstration produced a mixed reaction among United States officials and members of the United States squad, black and white. Some hailed³ it as a gesture of independence and a move in support of a worthy cause. Many others said they were offended and embarrassed. A few were vehemently indignant. ■

1. /əvɪstɪd/: ejected by force 2. obligatory 3. hail: describe something as being good

More infos

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



Black Power Advocates ousted from Olympics (text Pwd p90)

1. **Before Reading**, study the photo, headline, sub-headline and dates. Then say :

- how the article is related to the photo of the Mexico Olympics 1968
- what information you expect to find

2. **Read the article** and say what you have understood (main idea)

3. **Read again** and **complete the grid.**

the athletes' gesture and how it was interpreted	the consequences for the athletes	the different reactions to their demonstration

4. Say whether the journalist appears **biased** (subjective) or not to you.

He writes "*the two **Negro** sprinters*" (l.9). Judging from the tone of the article, would you say that at that time, the word "Negro" was offensive or not?

Let's think !

Imagine the journalist **regrets** the athletes' reaction, and says :

*"If **only** they had raised their heads and looked at the flags !"*

*"I **wish** they had raised their heads and looked at the flags ! (they **wouldn't** have been expelled)"*

What does he express? How? What do you notice?

Now, YOU are the journalist. You express other regrets about the athletes' and the O.C.'s reactions.

Write them down !

-IF ONLY.....
 -I WISH.....
 -IF ONLY.....
 -I WISH.....

Recap : pour exprimer le regret en anglais, on n'utilise pas le verbemais le verbeou l'expression....., suivis de :

-.....pour exprimer un regret sur le présent

-.....pour exprimer un regret sur le passé

Traduis (des deux manières possibles, lorsque c'est le cas) :

a-je regrette de ne pas avoir participé aux Jeux Olympiques

b-ils regrettent d'avoir gagné une médaille

c-si seulement ils n'avaient pas protesté !



EXERCICES

L'expression de l'irréel
WISH – IF ONLY – AS IF
(+ PRETERIT MODAL)

EXO 1 : Wish / If only / AS IF + preterit modal

Complète chacune des phrases avec l'un des verbes ou auxiliaires de la liste suivante, correctement conjugués. **STOP - START - CAN - BE - KNOW - HAVE**

- a) I wish Iless fat ! I can't put on my jeans any more !
- b) If only he my phone number ! He would be able to contact me !
- c) He wishes he.....speak Italian, because he really doesn't understand anything to what she's saying !
- d) My grandmother wishes sheyounger.
- e) She behaved as if she.....already failed, but the year was not finished!
- f) If Ienough money, I'd buy this house !
- g) They reacted as if theynever seen her !

EXO 2 : Transformer les phrases suivantes en utilisant « I WISH »

- 1. I'd like to have more friends!
- 2. I'd like you to be more talkative.
- 3. It's a pity that it is so cold.
- 4. I can't play the piano!
- 5. Don't be so shy ! We all know each other !
- 6. You're far too jealous!
- 7. It's a pity the holidays are so short.

EXO 3 : traduire

- 1. J'aimerais qu'il soit là!
- 2. Je regrette qu'il ait été absent ce jour-là. Nous avons vraiment besoin de lui
- 3. J'aimerais qu'elle vienne, mais elle fait comme si cela était inutile.
- 4. Elle aimerait savoir nager. Elle a tellement peur quand elle est à la mer !
- 5. Si seulement je pouvais gagner beaucoup d'argent ! Je m'achèterais une grande maison à la campagne !



6. Si j'étais toi, je l'appellerais.

Civil rights time line

1619: First slaves brought to British North America.

1865: 13th Amendment, **abolishing slavery**, added to the Constitution.

1954: The Supreme Court declares school segregation unconstitutional in its ruling on Brown v. Board of Education.

1955: Claudette Colvin is arrested at the age of 15 because she refused to give up her seat to a white man on a bus. A few months later Rosa Parks is jailed in Montgomery, Alabama, for the same reason.

1956: After a bus boycott in Montgomery bus segregation is declared unconstitutional

1957: Nine black students are blocked from attending Little Rock High School in Arkansas. President Eisenhower sends in federal troops to allow the black students to enter the school.

1961: Freedom Rides begin from Washington D.C. into Southern states.

1962: The Supreme Court rules that segregation is unconstitutional in all transportation facilities.

1963: Dr. Martin Luther King Jr. delivers "I Have a Dream" speech to hundreds of thousands at the March on Washington.

1964: Congress passes Civil Rights Act declaring discrimination based on race illegal.

1965: Voting Rights act.

1968: Dr. Martin Luther King Jr. is assassinated in Memphis, Tennessee.

Tommie Smith and John Carlos protest on the victory stand at the Mexico Olympic Games.

1984: Jesse Jackson is the first black candidate for the Democratic presidential nomination.

2003: A ceremony is held on the campus of San Jose State University to honor Smith's and Carlos' protest on the medal stand.

2008: Barack Obama becomes the first African American to be elected president.



USEFUL VOCABULARY : THE SIXTIES

Une décennie (=période de 10 ans)	A decade
Protester, Contester	To protest
La contestation, le mouvement de protestation	Protest
Initier, poser les jalons de	To pave the way for
A leader	Un meneur
Se battre contre qch	To fight against, to stand up against
Se soulever contre	To rise up against
Une manifestation, manifester	A demonstration , to demonstrate (FAUX AMI !)
Une révolte	A revolt, a rebellion
Une émeute	A riot
L'opposition	Dissent
Une marche	A march
Les rassemblements	Gatherings
Une minorité	A minority
Souffrir de	To suffer from
Les droits civiques	Civil rights
Un citoyen	A citizen
Ne pas reconnaître (nier) des droits (à qq.)	To deny rights (to someone)
Faire la grève	To go on strike
L' incompréhension, le malentendu	Misunderstanding
Un défi	A challenge
Lancer un défi (à quelqu'un)	To challenge (someone)
Défier quelqu'un	To defy
Etre désireux / impatient de	To be eager to (+ V-ING)
Déçu	Disillusioned , disappointed
Les attentes	Expectancies
Améliorer	To improve
Témoigner, assister à	To witness
Une tendance	A trend
Emerger, faire surface, apparaître	To emerge, to appear
Un groupe de musique connu dans le monde	A world-famous band
Se rappeler, rappeler qch à qq	To remember, to recall
Le changement	Change
Une percée	A breakthrough
Une avancée, un progrès	A progress, an advance
Faire un pas vers...	To take/make a step towards/to...
Permettre à qq de faire qch	To enable someone to do something
To be depicted as	Être décrit comme
La mode	The fashion
Un mannequin	A model
Autorisé / Interdit	Allowed / Forbidden
The status of women	Le statut des femmes
Une femme au foyer	A housewife (pl.: housewives)
Faire le ménage, les tâches ménagères	To do the housework
Etre habitué à	To be used to (+ nom OU V-Ing)
Légalité des salaires / des droits	Equal pay / rights
De nos jours / Autrefois	Nowadays / Formerly



