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Level 5

High school changes 'sexist' Women's Studies course

18th April, 2017

<http://www.breakingnewsenglish.com/1704/170418-womens-studies-5.html>

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Please try Levels 4 and 6. They are (a little) harder.

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THE READING

From <http://www.breakingnewsenglish.com/1704/170418-womens-studies-5.html>

A Canadian high school has been fiercely criticized online for its women's studies course. Many people believed the syllabus had sexist subjects that were inappropriate for women in the 21st century. These included 'polite conversation,' dinner party etiquette, and 'nail application skills'. There was also a course on: "How to enhance your style by using tips and tricks designed for your face and body shape". The course did have lessons on the basics of web design, reproductive health, the role of women in history, and the image of beauty in the media and around the world.

Among those who criticized the syllabus was actress Siobhan Bryn. She wrote: "This is unbelievably sexist. Women's studies is not fashion and putting on a lunch." She asked whether the course was designed in the 1950's. Activist Meg Fenway said: "This is profoundly offensive and disrespectful." The school has since removed the subjects from the syllabus. A spokesman said: "It looks like we're supporting stereotyping girls....We want to do the best by our kids. We want them to have a positive image and build self-esteem. We want them to analyze things critically."

Sources: <http://www.dailymail.co.uk/news/article-4342910/High-school-offers-polite-conversation-classes-girls.html>
<http://www.bbc.com/news/world-us-canada-39348155>
<http://www.cbc.ca/news/canada/edmonton/clyde-women-studies-pembina-school-1.4034711>

PHRASE MATCHING

From <http://www.breakingnewsenglish.com/1704/170418-womens-studies-5.html>

PARAGRAPH ONE:

- | | |
|----------------------------|------------------------|
| 1. fiercely criticized | a. of women in history |
| 2. inappropriate for women | b. your style |
| 3. dinner party | c. the media |
| 4. How to enhance | d. of web design |
| 5. the basics | e. online |
| 6. reproductive | f. in the 21st century |
| 7. the role | g. health |
| 8. the image of beauty in | h. etiquette |

PARAGRAPH TWO:

- | | |
|------------------------------------|----------------------------|
| 1. Among those who | a. image |
| 2. This is unbelievably | b. girls |
| 3. the course was designed | c. esteem |
| 4. removed the subjects | d. sexist |
| 5. stereotyping | e. from the syllabus |
| 6. We want them to have a positive | f. things critically |
| 7. build self- | g. in the 1950's |
| 8. We want them to analyze | h. criticized the syllabus |

LISTEN AND FILL IN THE GAPS

From <http://www.breakingnewsenglish.com/1704/170418-womens-studies-5.html>

A Canadian high school has been (1) _____ online for its women's studies course. Many people believed (2) _____ sexist subjects that (3) _____ for women in the 21st century. These included 'polite conversation,' dinner party etiquette, and (4) _____ skills'. There was also a course on: "How to enhance your style by using (5) _____ designed for your face and body shape". The course did have lessons on the basics of web design, reproductive health, (6) _____ history, and the image of beauty in the media and around the world.

Among those who criticized the (7) _____ Siobhan Bryn. She wrote: "(8) _____ sexist. Women's studies is not fashion and putting on a lunch." She asked whether the course was designed (9) _____. Activist Meg Fenway said: "This is profoundly offensive and disrespectful." The school (10) _____ the subjects from the syllabus. A spokesman said: "It looks like we're supporting (11) _____. We want to do the best by our kids. We want them to have a positive image and (12) _____. We want them to analyze things critically."

PUT A SLASH (/) WHERE THE SPACES ARE

From <http://www.breakingnewsenglish.com/1704/170418-womens-studies-5.html>

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WOMEN'S STUDIES SURVEY

From <http://www.breakingnewsenglish.com/1704/170418-womens-studies-4.html>

Write five GOOD questions about women's studies in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

