

Espace privé et espace public

How do private choices become public issues?

Ce que tu vas savoir faire

Distinguer sphères privée et publique ; expliquer une évolution sociale ; défendre un droit avec un exemple britannique.

Axe 1 · Private space and public space · Tronc commun · LVB B1 / LVA B2

1 Le cours / Key ideas

Des frontières qui évoluent

The private sphere includes family life, personal beliefs and intimate relationships. The public sphere includes institutions, work, political debate and shared places. The boundary changes over time: an issue once described as a family matter may become a subject of collective debate.

Visibilité et égalité

Access to public life is not distributed equally. Campaigns for voting rights show how people can challenge exclusion. A right written into law is an important step, but it does not automatically remove economic or social barriers. Avoid claiming that all women share the same experience.

Protection ou exclusion ?

Privacy can protect freedom, yet the idea of a private matter can also hide unequal treatment. Conversely, public visibility may help a campaign while exposing individuals to criticism. A strong answer weighs both sides and identifies who controls access, speech and decisions.

2 Repères et exemples culturels

British women and the vote

In 1918, some women aged over 30 gained the parliamentary vote under specific conditions. In 1928, women obtained voting rights on the same terms as men. These two stages help explain why political inclusion was a process, not a single event.

Lire un document militant

On an imagined campaign poster, a doorstep can symbolise exclusion from political life. Analyse the visual contrast and the intended audience; do not treat a slogan as a neutral description of society.

Les outils pour comprendre et s'exprimer

Private space and public space

3 Vocabulaire utile / Useful vocabulary

privacy : vie privée
a household : un ménage / foyer
a public space : un espace public
a boundary : une frontière / limite
voting rights : le droit de vote
equal opportunities : l'égalité des chances
to campaign for : militer pour
to exclude from : exclure de
to challenge : remettre en question
to be entitled to : avoir droit à

4 Comparer passé et présent

Used to + base verbale décrit une habitude ou situation passée révolue : Women used to face legal barriers. Négation : did not use to.

Whereas / while opposent deux propositions : Some women gained the vote in 1918, whereas others had to wait.

Must / should : obligation forte / conseil. Une modalité est suivie de la base verbale : Authorities should protect privacy.

Le piège à éviter

Ne confonds pas public (adjectif) et the public (le public). People est pluriel : people are, jamais people is.

5 Méthode et exemple rédigé

Pour analyser une affiche : identifie le support et son contexte ; décris deux détails précis ; explique leur effet ; relie-les à la problématique. Distingue ce que tu observes de ce que tu en déduis.

Exemple original à analyser, pas à apprendre par cœur.

The campaign connects personal experience with political rights. By showing someone outside a public building, the poster suggests that exclusion is both physical and symbolic. The contrast between the closed door and the open street makes the demand for participation visible. However, a poster is designed to persuade: it does not tell us how every citizen reacted. The history of voting rights also reminds us that change happened in stages. Some women gained the vote in 1918, while equal voting terms came in 1928. Therefore, access to public life depends on collective action as well as individual determination.

À toi de jouer / Practice

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6 Comprendre un texte

Support original écrit pour cette fiche. Situation fictive ; ce n'est pas un article de presse ni un témoignage authentique.

Read the text

At a fictional youth centre in Manchester, students discuss whether personal stories belong in a public exhibition. Maya wants to display an account of caring for her younger brother. She believes visitors should understand how family responsibilities affect school life. Ben agrees with the aim but worries about naming relatives who have not agreed to appear. The group decides to remove names and asks every contributor to approve the final version. They also add information about local support services. The exhibition does not claim to speak for all families. Instead, it offers several experiences and invites visitors to discuss possible changes. For Maya, making an issue visible should never mean losing control over her own story.

Réponds en anglais en reformulant. Appuie tes réponses sur le texte.

1. What is Maya's aim? Give one precise detail.
2. Why is Ben worried? Explain the group's response.
3. Does the exhibition present one experience as universal? Justify.

7 S'entraîner à la langue

1. Complète : Women ____ (use to) face legal barriers to voting.
2. Relie avec whereas : The story is personal. The issue concerns society.
3. Corrige : People should to respect privacy.

8 Écrire, parler et échanger

Writing. Write 120-150 words for a school website: Should schools encourage students to share personal experiences publicly? Give an argument, a limit and a practical safeguard.

Speaking / interaction. Parle 90 secondes : présente l'exposition, explique le désaccord et propose une règle. Puis demande à un partenaire : What would you change?

Deux niveaux pour progresser

LVB / B1 : vise des idées claires, des phrases reliées et un exemple précis.

LVA / B2 : ajoute une objection, une nuance et des structures variées. Les longueurs et durées proposées sont des entraînements, pas un format officiel d'épreuve.

Corrigés expliqués / Answer key

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9 Compréhension : éléments attendus

1. She wants visitors to understand how caring responsibilities affect education; her story concerns looking after her younger brother.
2. He worries about relatives being identified without agreement. The group removes names and lets contributors approve the final text.
3. No. It offers several experiences and explicitly avoids speaking for every family.

10 Langue : réponses et explications

1. Women used to face legal barriers to voting.
2. The story is personal, whereas the issue concerns society.
3. People should respect privacy. Après should, pas de to.

11 Production écrite : une réponse possible

D'autres réponses sont valables si elles respectent le sujet et sont argumentées. Le modèle ci-dessous illustre un objectif B2.

Schools should welcome personal stories because they can make overlooked difficulties visible. For example, an exhibition about caring responsibilities may encourage a school to offer more flexible support. However, students should not feel that sharing private information is the price of being heard. Relatives may also be affected by a story they did not choose to publish. I would therefore suggest a voluntary project with anonymous contributions. Each participant should approve the final version and be able to withdraw before publication. Teachers should present several experiences rather than one supposedly typical family. Students could also discuss the topic through invented examples if they prefer not to share their experiences. With these safeguards, public discussion can help a community understand its members while respecting their privacy.

Auto-évaluation avant de retenir la fiche

Je sais expliquer l'axe sans lire le cours ; citer un exemple contextualisé ; employer cinq mots nouveaux ; appliquer le point de langue ; répondre avec une idée, une preuve et une nuance. À l'oral, je parle intelligiblement et je peux réagir à une question.

Références : Programme officiel d'anglais, BO du 29 mai 2025, annexe 4 (application en terminale : rentrée 2026).

Repère culturel : UK Parliament - Women get the vote. Vérification : 20 octobre 2026. Synthèses, supports et exercices originaux.