



**Beitrag + Transkript:**

[www.npr.org/templates/transcript/transcript.php?storyId=705207794](http://www.npr.org/templates/transcript/transcript.php?storyId=705207794)

**Format:** Autoreninterview

**Dauer:** 5:20 Min.

**Quelle:** NPR – National Public Radio, Inc.

**Sendereihe:** All Things Considered

**Sendetermin:** 21.03.2019 • **Verfügbarkeit:** unbegrenzt

**Schlagworte:** Schuhe / Geschlechterrollen / Macht / Mode / Feminismus / Politik / Buch

**Sprachniveau:** Fortgeschritten; Oberstufe (Ende 10. Klasse bis 13. Klasse)

**Sprache:** Amerikanisches Englisch



| Photo: Pixabay

**Inhalt:** Schuhe, Macht, Geschlechterrollen – mit diesen Themen befasst sich die amerikanische Journalistin und Autorin Summer Brennan in ihrem Buch „High Heel“. Im Interview mit NPR erklärt sie, wie dies genau miteinander zusammenhängt. Dieser spannende und informative Podcast greift das Unterrichtsthema „gender roles“ von einer anderen, genauer gesagt der modischen Seite auf und trainiert gleichzeitig das Hörverständnis zu authentisch gesprochener englischer Sprache.

## Pre-listening

### 1. People and shoes

- a) Read the table below and add the German translations of the types of shoes from the word bank. There are two more German types of shoes than you will need.

#### Word bank

- Turnschuhe • Wanderstiefel • Ballerinas • Hausschuhe • Sandalen
- Gummistiefel • elegante Damenschuhe mit kurzem, dünnem Absatz
- hochhackige Schuhe • Badeschuhe • Halbschuhe für Herren • Stiefel

| Activities     | Adjectives  | Types of shoes | German |
|----------------|-------------|----------------|--------|
| to buy         | comfortable | slippers       |        |
| to put on      | ill-fitting | hiking boots   |        |
| to wear        | fashionable | kitten heels   |        |
| to take off    | high-heeled | stilettos      |        |
| to slip on/off | flat        | sneakers       |        |
| to lace up     | shiny       | boots          |        |
| to try on      | tight       | sandals        |        |
| to polish      | classy      | brogues        |        |
| to throw away  | worn-out    | wellies        |        |

- b) Read the list of adjectives again and put them into three categories: positive, neutral, and negative.

Positive: \_\_\_\_\_

\_\_\_\_\_

Neutral: \_\_\_\_\_

\_\_\_\_\_

Negative: \_\_\_\_\_

\_\_\_\_\_

3. Compare the two photos below. Do not forget to mention why they were taken.



Tennis player Serena Williams at the Met Gala, New York, 2019. | PHOTO: Getty Images



Meghan, the Duchess of Sussex, visits an animal welfare charity, London, 2019. | PHOTO: Getty Images

## Listening

You can find the podcast for this listening comprehension exercise here:

[www.npr.org/templates/transcript/transcript.php?storyId=705207794](http://www.npr.org/templates/transcript/transcript.php?storyId=705207794)

You are going to listen to an interview about shoes, fashion, gender, and power. Mary Louise Kelly is interviewing journalist and author Summer Brennan. You will hear the text twice. Read the questions before you start listening. Answer the questions while you listen. You have time to check your answers before you hear the text again. You do not need to write complete sentences.

4. Why did Summer Brennan wear high heels at the United Nations? Give two reasons.

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## 11. Why does Summer Brennan wear high heels less often now?

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## 12. Why did Summer Brennan give the interview? Mark the best answer.

- ☐ a) to promote her book
- ☐ b) to draw attention to a gender issue
- ☐ c) to warn people against wearing the wrong footwear
- ☐ d) none of the above

## Post-listening

## 13. Would you like to read Summer Brennan's book now that you have heard an interview with her about it? Explain your answer.

## 14. Think • Pair • Share: High heels as a workplace obligation

- a) Summer Brennan mentions that people are sometimes obligated to wear high heels, usually women. In Japan, protest against this has led to a petition, submitted in June 2019, asking to ban high heels as a workplace obligation for women. Japan's health and labor minister, however, has defended workplaces where women are obligated to wear high heels.

(useful vocabulary: **obligation** Verpflichtung – **to ban** verbieten – **to defend** verteidigen)

- **Think** about possible arguments of the **protestors** as well as the **defenders** of high heels as a workplace obligation for women.
- **Pair** up with another student. Compare the arguments you have found and collect a few more together.
- **Share** your arguments with the rest of the class. One student will come to the front and write down key words of the arguments on the board.

## b) Discussion

- Go through the list together and say how convincing you find each argument: Use ++ for *convincing*, + for *somewhat convincing*, and – for *not convincing*. Is it easy for you to agree on this or not?
- Discuss your point of view: Who would you support? The protestors, the defenders, or none of them? Give reasons.