

**WOMEN'S RIGHTS**

How have determined women helped society evolve towards gender equality ?

<b>Classe :</b> 1ère	<b>Niveau :</b> B2	<b>Notion du programme :</b> The idea of progress	
<b>Activité langagière principale :</b> EE			
<b>Tâche finale :</b> Write and make a speech as a woman advocating for women's rights (acceptance speech, explaining a cause, telling your story...)			
<b>Tâche intermédiaire 1 :</b> Record yourself reading an existing speech			
<b>Tâche intermédiaire 2 :</b> You are a young woman who became an activist after a personal experience, write your acceptance speech inspired by Malala's speech			
<b>Objectifs de la séquence</b>			
<b>Culturels :</b>	Réflexion sur les droits des femmes dans le monde		
<b>Linguistiques :</b>	Connecteurs logiques, temps du passé (present perfect)		
- grammaticaux	Droits, vocabulaire des luttes		
- lexicaux	Groupes de souffle, intonation, accentuation des mots porteurs de sens		
- phonologiques	Construire un discours, emphase		
<b>Pragmatiques :</b>	S'adresser à un auditoire de manière construite		
<b>Sociolinguistiques :</b>			
<b>Déroulé de la séquence</b>			
<b>Étapes et objectifs</b>	<b>Documents supports</b>	<b>Déroulé - Consigne</b>	<b>Attendu</b>
<b>Etape 1. Introduction au thème</b>			
<b>1. Intro</b>			
Brainstorming "Women's rights"			
Determined women			
Prononciation women/woman			
<b>2. Analyse iconographique</b>			
-> <i>comprendre les enjeux du combat</i>			
Comparaison 2 posters			
<b>Etape 2. Women as activists in history</b>			
<i>Docs :</i>			
<b>CE : Emmeline Pankhurt's speech "FREEDOM OR DEATH"</b>			
-> <i>comprendre le sens + approche de la construction d'un discours</i>			
Anticipation	<i>Titre + nom</i>	What do you think the document will be ? About what ?	
CE	<i>Texte + Worksheet</i>	Work in groups	Identifier le champ lexical war/fight Identifier les mécanismes du discours (pronoms, etc) Réflexion sur la structure du discours
<b>CO : Suffragette extract "Emmeline Pankhurt's speech"</b>			
-> <i>après s'être familiarisés avec le personnage : voir comment le discours est mené</i>			
CO / comparaison avec l'extrait écrit	<i>Extrait video + worksheet</i>	Work in pairs (salle info)	champs lexical Pronoms Structure
<b>Etape 3. Tâche intermédiaire</b>			
<b>Enregistrement partie d'un discours déjà écrit ( Emmeline Pankhurt's 1.31-&gt; fin)</b>			
Anticipation	<i>Texte</i>	Comment anticiper l'oral avec le texte	Identifier les mots-clés Noter les pauses Identifier les groupes de souffle
Enregistrement			
<b>Etape 4. Young women as activists</b>			
<i>Docs :</i>			
<b>Malala - CE "The youngest Nobel Peace Prize winner"</b>			
<b>Activité 1 : Anticipation</b>	<i>Title</i>	Can you guess who it is ? Once they found : her story ? Read once	
<b>Activité 2 : CE</b>	<i>Worksheet</i>	Questions : What is this speech about ? What makes it a powerful speech ? Draw a timeline of her life	
<b>Activité 3 : PRL</b>	<i>Worksheet</i>	Identify the tense / highlight the words / differentiate Pperfect/ preterit Rappel des règles	
<b>Activité 4 : Application grammar</b>	<i>Worksheet</i>	Exercices d'application	
<b>Activité 5 : Follow Up CO</b>	<i>Doc Audio BBC "The life of Malala Yousafzai"</i>	Take notes to fill in the blanks on the time line Différenciation : texte lacunaire pour certains ? Au choix ?	
<i>fill the blanks of her life</i>			
<b>Etape 5. Tâche intermédiaire - EE</b>			
<b>Ecriture d'un discours</b>			

<b>Activité 1 : Anticipation</b>	<i>Webquest</i>	Recherches sur Nadia Murad pour timeline			
<b>Activité 2 : Writing</b>					
<b>Activité 3 : follow up</b>				<i>Prendre un discours exemple (?)</i>	You are a girl who experienced slavery, you just got the Nobel Peace Prize, write your own speech
<b>Facultatif</b>					Identifier mots-clés, pauses, rechercher l'accentuation des mots longs Mise en voix ?
<b>Etape 4 : Tâche finale - EE + EOC</b>					
<b>Discours</b>					
<b>Activité 1 : Writing</b>		Rédaction du texte support			
<b>Activité 2 : Delivering</b>		Prononciation du discours (devant la classe ou filmé)			

# Sequence 3

## WOMEN'S RIGHTS

1 - Brainstorming

Choose a group secretary.

Write everything that comes to your mind in 3 minutes

# Sequence 3

## WOMEN'S RIGHTS



*Notions :*  
*Myths and heroes*  
*The idea of progress*



### KEY QUESTION

How have determined women helped society evolve towards gender equality ?

What is a « determined woman » according to you ? Give examples.

*Pronunciation :*  
*WOMEN vs WOMAN*

*WOMAN*

*WOMEN*

*MAN*

*MEN*

*Tongue Twister :*

*When men wooed women, Walt knew that women would be wooed. This man wooed a woman and won her*



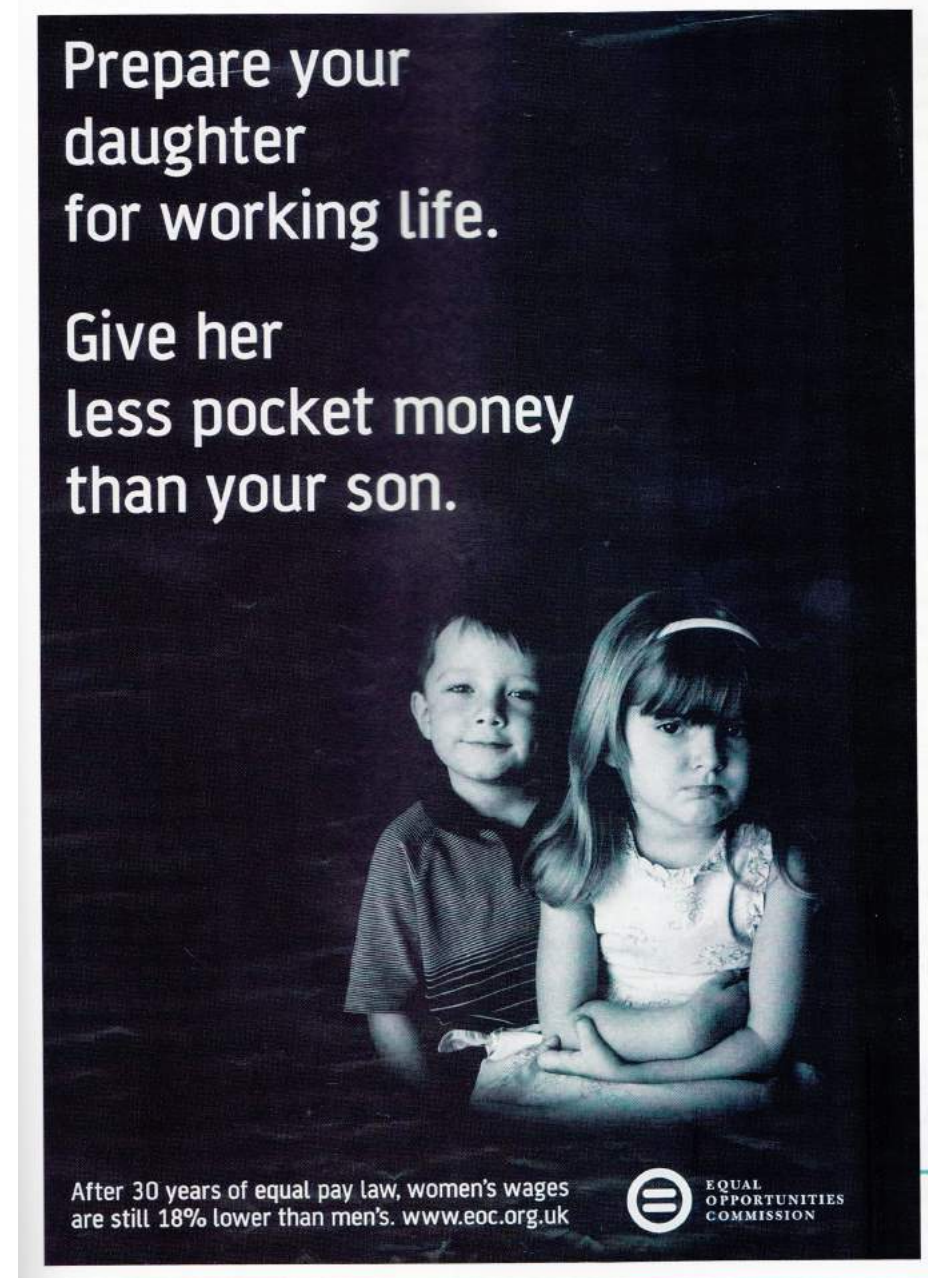
### EXERCISE 1

- Description : what is it ? How does it look ?
- Message : what is said, tone...

### ➤ Comparison


### EXERCISE 2

Make a list of unequal treatment between men and women



Prepare your daughter for working life.  
Give her less pocket money than your son.

After 30 years of equal pay law, women's wages are still 18% lower than men's. [www.eoc.org.uk](http://www.eoc.org.uk)

 EQUAL OPPORTUNITIES COMMISSION

## FINAL TASK :

Write and make a speech as a woman advocating for women's rights (acceptance speech, explaining a cause, telling your story...)

What will you need for this ?

# FREEDOM OR DEATH

## A speech by Emmeline Pankhurst

*This speech was delivered in Hartford, Connecticut on November 13 1913, before an audience assembled by the Connecticut Women's Suffrage Association.*

### PART 1:.....

I do not come here as an advocate, because whatever position the suffrage movement may occupy in the United States of America, in England it has passed beyond the realm of advocacy and [...] it has become the subject of revolution and civil war, and so tonight I am not here to advocate woman suffrage. [...] I am here as a soldier who has temporarily left the field of battle in order to explain [...] what civil war is like when civil war is waged by women.

5 [...] Since I am a woman it is necessary to explain why women have adopted revolutionary methods in order to win the rights of citizenship.

### PART 2 :.....

0 [...] Your forefathers decided that they must have representation for taxation, many, many years ago. When they felt they couldn't wait any longer, when they laid all the arguments before an obstinate British government that they could think of, and when their arguments were absolutely disregarded, when every other means had failed, they began by the tea party at Boston, and they went on until they had won the independence of the United States of America.

5 [...] Well, in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to something. The great thing is to see that no more damage is done than is absolutely necessary, that you do just as much as will arouse enough feeling to bring about peace, to bring about an honourable peace for the combatants; and that is what we have been doing.

### PART 3 :.....

We entirely prevented stockbrokers in London from telegraphing to stockbrokers in Glasgow and vice versa: for one whole day telegraphic communication was entirely stopped. [...] It was done, and it was proved to the authorities that weak women, suffrage women, as we are supposed to be, had enough ingenuity to create a situation of that kind. [...]

0 [...] "Put them in prison," they said, "that will stop it." But it didn't stop it at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were 300 women at a time, who had not broken a single law, only "made a nuisance of themselves" as the politicians say.

### PART 4 :.....

5 They have said to us, government rests upon force, the women haven't force, so they must submit. [...] Well, they little know what women are. Women are very slow to rouse, but once they are aroused, once they are determined, nothing on earth and nothing in heaven will make women give way; it is impossible. [...]

0 There are women lying at death's door, recovering enough strength to undergo operations who have not given in and won't give in, and who will be prepared, as soon as they get up from their sick beds, to go on as before. There are women who are being carried from their sick beds on stretchers into meetings. They are too weak to speak, but they go amongst their fellow workers just to show that their spirits are unquenched, and that their spirit is alive, and they mean to go on as long as life lasts.

### PART 5 :.....

Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote.

5 [...] So here am I. I come in the intervals of prison appearance. I come after having been four times imprisoned [...], probably going back to be rearrested as soon as I set my foot on British soil. I come to ask you to help to win this fight. If we win it, this hardest of all fights, then, to be sure, in the future it is going to be made easier for women all over the world to win their fight when their time comes.



## Chapter 3 : WOMEN'S RIGHTS



### READING

An extract from Emmeline Pankhurst's speech in Hartford, Connecticut (1913)

#### I. ANTICIPATION

Before reading the text, contextualize it by reading the title and the subtext. Make a sentence presenting it with these elements :

What type of text is it? Who is the author of the text? When was it delivered? Where was it delivered?

#### II. GLOBAL COMPREHENSION

Read the speech and find the right title for each part:

Women are powerful / Describing the situation in Britain / Freedom or death  
Legitimizing the Suffragettes' methods / Arguing for the Suffragettes' methods, not their cause

#### III. DETAILED COMPREHENSION

1. Pick out in the text the synonyms that correspond to the following words:

PART 1: a defender - vote

PART 2: To present an argument - ignored – awaken/provoke

PART 3: creativity - to stop

PART 4: to accept - - to wake up - to face – not satisfied

2. Answer the following questions:

PART1:

- How does Emmeline Pankhurst present herself? (pick out words from the text)
- How does she describe the suffrage movement in Britain? (pick out words from the text)

PART2:

- To what historical event does she compare the suffrage movement? (l. 8– 11)
- Pick out the words that belong to the lexical field of war from l. 12 to l. 15.
- In this context, how do you explain the use of the word 'peace' twice l. 14?

PART 3:

- Who does the pronoun 'we' (l. 16) refer to?
- Who does the pronoun 'they' (l. 20) refer to?
- What example of revolutionary method is given here? (Explain in your own words)
- What is the government's response to such actions?
- According to Pankhurst, what effect does it have on women?

PART 4:

- Pick out a phrase showing the vision the government has of women.

IN THE WHOLE TEXT :

- Pick out the elements in Pankhurst's speech of the Suffragettes that are related to war or fights.

Suffragette (Sarah Gavron, 2015)  
Emmeline Pankhurst's speech - <https://youtu.be/hL75kzWe6ls>

My friends,

In spite of His Majesty's government, I am here tonight. I know the sacrifice you would have made to be here. Many of you, I know, are estranged from the life you once had. Yet I feel your spirit tonight.

For 50 years, we have played but peacefully to secure the vote for women. We have been ridiculed, battered and ignored. Now we have realised that deeds and sacrifice must be the order of the day.

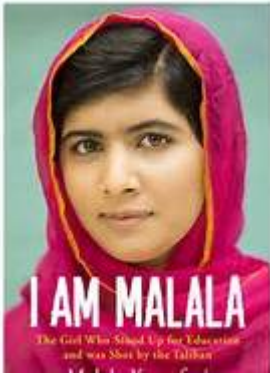
We are fighting for a time in which each little girl born into the world will have an equal chance with her brothers. Never underestimate the power we, women, have to define our own destinies. We do not want to be law-breakers, we want to be law-makers.

Be militant, each of you in your own way. Those of you who can break windows, break them. Those of you who can further attack the sacred idol of property, do so. We have been left with no alternative but to defy this government. If we must go to prison to obtain the vote, let it be the windows of government, not the bodies of women which shall be broken.

I incite this meeting and all the women in Britain to rebellion.

I would rather be a rebel than a slave.

## THE STORY OF MALALA YOUSAFZAI



**Watch the BBC report on Malala Yousafzai. Complete the summary of the report with the missing information.**

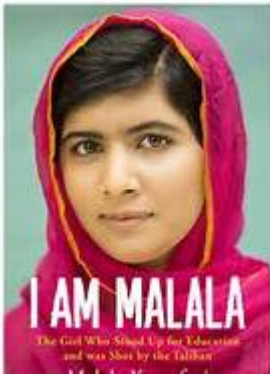
Malala is a \_\_\_\_\_ (nationality) girl who became internationally known for speaking up for \_\_\_\_\_ on her blog. Her life changed completely on \_\_\_\_\_ (date) when a group of armed Taliban got on her school bus and \_\_\_\_\_ her in the \_\_\_\_\_.

She survived but was \_\_\_\_\_. Doctors from all over the world offered their services to help Malala. Finally she was transported to a hospital in \_\_\_\_\_ (city) in the UK. After the attack people around the world

participated in prayer vigils and lit candles admiring Malala's \_\_\_\_\_. There were also rallies where people demanded change. While talking to the BBC journalist, Malala explained why it was important to fight for this cause. She said that looking at her people, schoolmates and the Taliban and the \_\_\_\_\_ on girls' education, she understood that she had to stand up for her rights for \_\_\_\_\_ and the right for \_\_\_\_\_.

**Now watch another report and prepare its summary in French.**

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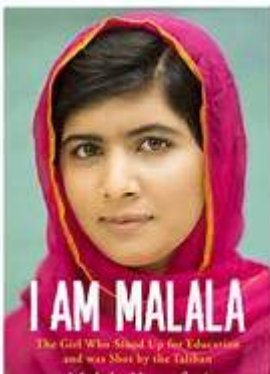
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# The Youngest Nobel Peace Prize Winner



Audio 36



**Malala Yousafzai, Oslo, 10 December 2014**

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

5 I am here to stand up for their rights, to raise their voice. [...]

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. [...]

10 We had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

15 But things did not remain the same. Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism. I was just 10 when more than 400 schools were destroyed. Women were flogged<sup>1</sup>. People were killed. And our beautiful dreams turned into nightmares.

20 Education went from being a right to being a crime. Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up. [...]

25 The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder.

30 I tell my story, not because it is unique, but because [...] it is the story of many girls. [...]

I am Malala. But I am also [...] those 66 million girls who are deprived of education.

© The Nobel Foundation, 2014.

1. flogged: *fouettées*

## UNDERSTANDING THE TEXT

1. In which circumstances did Malala deliver this speech ?

---

2. Give the steps of her story.

How was her childhood ?

---

What happened when she was 10 ?

---

How is the situation now ?

---

3. Malala tells her story by using the past. Underline or highlight all the verbs in the past (beware ! Do not mistake past and passive !)

4. Name the different forms of the following verbs :

My priorities changed (l.21) \_\_\_\_\_

Our voices have grown : (l.27) \_\_\_\_\_

## THE PAST

### SIMPLE PAST / PRESENT PERFECT - HOW TO CHOOSE

#### RULE

**Le passé simple ou prétérit sert à faire référence à un passé déterminé (explicitement ou implicitement).**

Pour mettre un verbe au prétérit : on ajoute la terminaison *-ed* si le verbe est régulier, ou on utilise la forme du verbe irrégulier.

**Le present perfect sert à faire un lien entre le passé et le présent / faire référence à un passé indéterminé**

Pour mettre un verbe au *present perfect* : on utilise l'auxiliaire *have* et le participe passé (*V-ed*).

#### EXERCISES

- Education is a blessing. That has been my experience during the 17 years of my life.
- I was just 10 when more than 400 schools were destroyed.
- Girls were stopped from going to school.
- Since that day, our voices have grown louder and louder.
- We would sit and learn and read together.

- Relevez et identifier les formes verbales. Sont-elles au prétérit ou au passé simple ? Voix active ou passive ?
- Justifiez l'emploi de la forme du passé.
- Observez la phrase e. Quel mot indique le passé ? Quelle est la nuance avec les autres phrases au prétérit ?
- Put the verbs into the simple past, then into the present perfect.**
  - Her dreams turn into nightmares.
  - Many people were arrested.
  - She always chooses the best solution.
- Which of these words or phrases can be used with the present perfect ? The simple past ? Both ?**

when I was 17 – since the arrival of the Taliban – always – last year – two years ago – for three years.
- Put the verbs into the right form.**
  - I was 10 when my school... (*be destroyed*)
  - Since then, I... for the education of girls. (*fight*)
  - Fortunately, the situation.... (*change*)
  - It is for her action that Malala..... for the Nobel Prize. (*be chosen*)

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## CHAPTER 3 – WOMEN’S RIGHTS

### Speeches

1. Watch the two following speeches :

[Speech by P!nk](#)

[Speech by Oprah](#) (approximately from 0:50 to 2:00)

What are they telling the audience ?

Can you find :

Differences

Similarities

What is the effect on the audience ?

2. Find more speeches, of different kinds, and take notes on what they say, what they use, the voices, etc.

Here are some examples :

[Rihanna](#) - [Malala](#) - [Emma Watson](#) – [Emma Gonzalez](#) – [Alexandria Ocasio-Cortez](#)

3. Research your topic / your character
4. Fill in your toolbox with these new elements to be ready to write your own speech !



Write and make a speech as a woman advocating for women's rights (acceptance speech, explaining a cause, telling your story...)

What I need to write and make a speech:

**1. TO WRITE THE SPEECH**

TOPICS (*list of possible topics you can choose from*)

VOCABULARY (*specific words - sort them into categories*)

ELEMENTS / STRUCTURE (*what to say*)

## 2. TO MAKE THE SPEECH

PRONUNCIATION (*words you **need to** pronounce right*)

VOICE / TONE (*specificities of a speech*)

GESTURE/ATTITUDE (*how to behave in front of the audience*)



## TACHE INTERMEDIAIRE - Write an acceptance speech for the Nobel Peace Prize

A1		A2		B1	
Respect de la consigne (objectif, longueur, format...)					0 pt 1 pt 2 pts 3 pts
Phrases courtes ou très simples	0,5 pt	Des efforts d'articulation des phrases et des idées	1 pt	Discours complexe, effort de développement des idées	2 pts
Discours peu construit, juxtaposition des idées	0 pt	Effort de logique avec quelques connecteurs logiques même si parfois mal utilisés	1 pt 2 pts	Le discours est fluide et suit une logique à l'aide connecteurs logiques utilisés de façon pertinente	3 pts 4 pts
Erreurs nombreuses pouvant parfois gêner la compréhension	0,5 pt	Quelques erreurs mais la production reste compréhensible	1 pt 2 pts	Bonne maîtrise des structures simples, pas ou peu d'erreurs sur les structures complexes	3 pts 4 pts
Vocabulaire simple	0 pt	Des efforts de recherche de vocabulaire	1 pt	Vocabulaire recherché et utilisé de manière satisfaisante	2 pts
Des erreurs nombreuses dans l'utilisation des temps du passé (ou pas d'utilisation du passé)	0,5 pt	Quelques erreurs dans l'utilisation des temps du passé	1 pt 2pts	Les temps du passé sont maîtrisés (peu ou pas d'erreurs)	3 pts 4 pts
Le registre de langue est peu adapté à un discours officiel (trop familier, etc)					0,5 pt
Le registre de langue est adapté à l'exercice					1 pt

## TACHE INTERMEDIAIRE - Write the acceptance speech for the Nobel Peace Prize

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Erreurs nombreuses pouvant parfois gêner la compréhension	0,5 pt	Quelques erreurs mais la production reste compréhensible	1 pt 2 pts	Bonne maîtrise des structures simples, pas ou peu d'erreurs sur les structures complexes	3 pts 4 pts
Vocabulaire simple	0 pt	Des efforts de recherche de vocabulaire	1 pt	Vocabulaire recherché et utilisé de manière satisfaisante	2 pts
Des erreurs nombreuses dans l'utilisation des temps du passé (ou pas d'utilisation du passé)	0,5 pt	Quelques erreurs dans l'utilisation des temps du passé	1 pt 2pts	Les temps du passé sont maîtrisés (peu ou pas d'erreurs)	3 pts 4 pts
Le registre de langue est peu adapté à un discours officiel (trop familier, etc)					0,5 pt
Le registre de langue est adapté à l'exercice					1 pt

## TACHE FINALE - Deliver a speech

A1		A2		B1		B2	
Respect de la consigne (respect du format, durée...)							/2 pts
<b>Contenu</b>							
Utilisation du vocabulaire spécifique à la séquence							/2 pts
Contenu trop limité	0,5 pt	Efforts de travail, contenu un peu juste	1 pt	Contenu satisfaisant	1,5 pts	Investissement personnel / contenu riche et varié	2 pts
Nombreuses erreurs rendant la compréhension difficile	0,5 pt	Quelques erreurs, parfois sur des structures simples mais la production reste compréhensible	1 pt	Bonne maîtrise des structures simples, pas ou peu d'erreurs sur les structures complexes	1,5 pts	Très peu d'erreur, fluidité de la langue	2 pts
<b>Expression orale</b>							
Nombreuses erreurs de prononciation, mauvaise ou absence d'accentuation des syllabes, même sur des mots familiers rendant la compréhension difficile	0,5 pt	Quelques erreurs de prononciation et/ou d'accentuation des syllabes, compréhension globale du message	1 pt	Bonne prononciation globale/peu d'erreurs sur l'accentuation des syllabes, il peut rester des erreurs sur des mots non familiers, ne gênant pas la compréhension	1,5 pts	Très bonne prononciation, langue se rapprochant de l'authentique	2 pts
Le rythme ne respecte pas les groupes de souffle, manque de fluidité	0,5 pt	Des efforts dans le rythme (pauses, etc) mais manque de fluidité	1 pt	Rythme et fluidité globalement satisfaisants	1,5 pts	Langue fluide, élocution rythmée	2 pts
Ton monocorde, pas d'accentuation des mots importants	0,5 pt	Des efforts dans le ton du discours mais manque d'authenticité	1 pt	Ton satisfaisant mais quelques maladresses	1,5 pts	Discours dynamique, ton convaincant	2 pts
<b>Attitude lors du discours</b>							
Voix peu maîtrisée (volume, débit, expressivité...)	0,5 pt	Des efforts pour maîtriser la voix (volume, débit, expressivité...)	1 pt	Voix plutôt maîtrisée et participant à rendre le discours convaincant (volume, débit, expressivité...)	1,5 pts	Très bonne maîtrise de la voix (volume, débit, expressivité...)	2 pts
Attitude peu convaincante	0,5 pt	Des efforts pour convaincre mais quelques difficultés (peu de contact visuel, lecture des notes, ...)	1 pt	Volonté de convaincre par l'attitude (contact visuel, notes peu lues...)	1,5 pts	Attitude convaincante (contact visuel, notes peu ou pas lues ...)	2 pts
Absence de gestuelle, attitude figée...	0,5 pt	Des efforts de gestuelle, volonté d'adopter une posture spécifique au discours	1 pt	Bonne gestuelle, posture adaptée mais quelques maladresses	1,5 pts	Gestuelle convaincante, posture adaptée au discours	2 pts

## TACHE FINALE - Deliver a speech

A1		A2		B1		B2	
Respect de la consigne (respect du format, durée...)							/2 pts
<b>Contenu</b>							
Utilisation du vocabulaire spécifique à la séquence							/2 pts
Contenu trop limité	0,5 pt	Efforts de travail, contenu un peu juste	1 pt	Contenu satisfaisant	1,5 pts	Investissement personnel / contenu riche et varié	2 pts
Nombreuses erreurs rendant la compréhension difficile	0,5 pt	Quelques erreurs, parfois sur des structures simples mais la production reste compréhensible	1 pt	Bonne maîtrise des structures simples, pas ou peu d'erreurs sur les structures complexes	1,5 pts	Très peu d'erreur, fluidité de la langue	2 pts
<b>Expression orale</b>							
Nombreuses erreurs de prononciation, mauvaise ou absence d'accentuation des syllabes, même sur des mots familiers rendant la compréhension difficile	0,5 pt	Quelques erreurs de prononciation et/ou d'accentuation des syllabes, compréhension globale du message	1 pt	Bonne prononciation globale/peu d'erreurs sur l'accentuation des syllabes, il peut rester des erreurs sur des mots non familiers, ne gênant pas la compréhension	1,5 pts	Très bonne prononciation, langue se rapprochant de l'authentique	2 pts
Le rythme ne respecte pas les groupes de souffle, manque de fluidité	0,5 pt	Des efforts dans le rythme (pauses, etc) mais manque de fluidité	1 pt	Rythme et fluidité globalement satisfaisants	1,5 pts	Langue fluide, élocution rythmée	2 pts
Ton monocorde, pas d'accentuation des mots importants	0,5 pt	Des efforts dans le ton du discours mais manque d'authenticité	1 pt	Ton satisfaisant mais quelques maladresses	1,5 pts	Discours dynamique, ton convaincant	2 pts
<b>Attitude lors du discours</b>							
Voix peu maîtrisée (volume, débit, expressivité...)	0,5 pt	Des efforts pour maîtriser la voix (volume, débit, expressivité...)	1 pt	Voix plutôt maîtrisée et participant à rendre le discours convaincant (volume, débit, expressivité...)	1,5 pts	Très bonne maîtrise de la voix (volume, débit, expressivité...)	2 pts
Attitude peu convaincante	0,5 pt	Des efforts pour convaincre mais quelques difficultés (peu de contact visuel, lecture des notes, ...)	1 pt	Volonté de convaincre par l'attitude (contact visuel, notes peu lues...)	1,5 pts	Attitude convaincante (contact visuel, notes peu ou pas lues ...)	2 pts
Absence de gestuelle, attitude figée...	0,5 pt	Des efforts de gestuelle, volonté d'adopter une posture spécifique au discours	1 pt	Bonne gestuelle, posture adaptée mais quelques maladresses	1,5 pts	Gestuelle convaincante, posture adaptée au discours	2 pts