

Speak up !

Private Space and Public Space: « No matter what people say, words can change the world » *Robin Williams*

Sometimes you need to outgrow your private space and make your words go public. To what extent can words carry some value?

1a – speech Helen Keller: découper le speech par paragraphe

donner un paragraphe à un pair ou group work avec lecture +–mots clé en repérage

échange entre groupe – repérage de la lettre du paragraphe retour en group work initial: essayer de trouver l'ordre du speech.

Comparaison avec le speech initial

rédigé la réponse à Helen Keller : lecture au tableau, soit du speech de Helen, soit sur le sien (passage au tableau au hasard)

1b- Who was Helen Keller?

Bande dessinée distribuée en groupe work, repérage signification – prise de notes

puis partage en group complet et explication / remise dans l'ordre.

https://drive.google.com/drive/folders/1lgELWBt5rRME9_omW11aNF_s4bQTGZ-H?usp=sharing

Proposition d'un recap – comparaison avec récit en classe / explication

TE en individuel ou collectivement – praising speech donnée à Helen Keller : écriture du speech par un groupe, donné en lecture à un autre groupe

appropriation du texte: quelle emphase sur quel mot.

Lecture en groupe (un volontaire pour chaque groupe, conseil donné à chaque fois).

Variante: donné un thème à ce speech

1c – Pygmalion: lecture / proposition d'un mindmap – en pair work (autant que de textes)

changement des groupes: on se met à 4 avec de mind map différent et on doit remettre en ordre

l'histoire + raconter ce qui se passe

résumé écrit ou CR oral (à voir)

donner un mot clé pour chaque partie et expliquer ce mot clé là pour expliquer histoire

réécriture de la scène : texte au choix, interprétation libre dans le but d'une présentation en classe:

travail autour de la gestuelle / body language / placement : conseil donné par les autres

variante: donner un thème : mafioso – drama queen – macho – hysterical - sad

2 a- extrait du début du film: sans sons, sans sous-titre => expression des émotions

2nd fois avec le son => confrontation + approfondissement

Rédaction (noté): sentiments / confrontation à la foule – 1ère personne du sing – mots obligatoire à prendre dans le netboard

OU

Audio description

2b- speech du discours: CO repérage éléments rhétorique,

rédaction (noté): expression sentiments → docteur / Queen Mary / a Londoner => choix au hasard (1 à 3), possibilité de groupe au hasard aussi

OU

Audio description

choix des 3 thèmes sous forme de vote : les thèmes sont proposés à la classe sous format papier, jeu times up: présentation des thèmes avec mots interdit à dire
vote en classe

The king's speech (movie)

3a – The Warrior Queen:

repérage lieu dessin

dessin du texte: rouge: passé, vert présent - repérage actions (liste de verbe: rouge: past, vert present) – repérage de personnages (description: rouge féminin, vert masculin) – repérage de sentiments (rouge positif, vert négatif)

affichage au tableau au fur et à mesure et partage en classe

rédaction noté: le récit du rescapé

- 1) 250 mots (1 pt)
- 2) description (2pt)
- 3) emotions (2pt)
- 4) advice / reasons for the speech (2pt)
- 5) story: where? to whom ? what decision? (2pt)
- 6) interesting / grasping (2p)
- 7) richesse lexicale: 5 pt
richesse grammaticale: 5 pt

3b- travail autour du texte en pairwork → distribution des questions au hasard,

1er temps: en binôme / trinôme, ensuite meme question se regroupe (groupe de 4 ou 6) puis une personne vient prendre la parole

- 1- How does Lois become a hero?
- 2- Explain the action and reaction of the White supervisor.
- 3- what are the power of the words?
- 4- To what extend does Loic become a spokeswoman?
- 5- what is the power of words?
- (6- How do words condemn your past and your future?)

recap final ensemble

reperage: 3 repérages -> white supervisor , Teacher, children.

keys words à décider en groupe: se focaliser sur 3 éléments max. Partage ensuite en classe par groupe. Recap ou faire faire question par le groupe, redistribution des questions au hasard après les avoir mise au tableau

3c – Kamala Harris: CO en entrainement

[Watch Kamala Harris' full victory speech as vice president-elect \(nbcnews.com\)](https://www.nbcnews.com/watch-kamala-harris-full-victory-speech-as-vice-president-elect)

3d - Joe Biden Mocked for Apparent Teleprompter Flub: 'Repeat the Line'

BY [FATMA KHALED](#) ON 7/8/22 → CO (article lu) + commenter la vidéo :

<https://www.youtube.com/watch?v=syqA41rKij0>

Private Space and Public Space: « No matter what people say, words can change the world » <i>Robin Williams</i>	
UNIT 2	Sometimes you need to outgrow your private space and make your words go public. To what extent can words carry some value?
At the end of the Unit, I will	- know more about speech disabilities - learn about how speech may have an impact - learn what makes a good speech
What vocabulary will I need ?	- Opinion - words - useful tips for writing a speech
What grammatical structure will I need ?	- expression de l'opinion - conseil - interrogation
What documents will be used ?	1- Speech impediment 1a- Strike against the war <i>Speech</i> , Helen Keller, <i>January 5 1916</i> 1b- <i>Annie Sullivan and the Trial of Helen Keller</i> , Joseph Lambert, 2013 1c- <i>Pygmalion</i> , George Bernard Shaw, 1913 2- Public speech <i>The king's speech</i> , Tom Hooper, 2010 2a- The King's speech : extract 1- public meeting 2b- The King's speech : extract 2 - War speech, 1939 <i>Annexe : King George VI's real speech in 1939</i> 3- The impact of words 3a- <i>Warrior Queen</i> 3b- <i>The dark Continent</i> , Léonard Kibera, <i>African short stories</i> , "The Spider's web", 1983 3c- Kamala Harris's Victory speech, November 2021 3d- Speech blunder, Joe Biden Mocked for Apparent Teleprompter Flub: 'Repeat the Line', Fatma Khaled, 07 July 2022, Newsweek
What will I learn about ?	The importance of selecting words How to deliver a speech
Final Task	You will deliver a speech in order to rally people to your cause.

Instructions pour la Tâche Finale :

1- You will deliver a speech and you will need to be convincing

2- 3 themes will be selected before hand by the class : you may use one and only of these themes to provide your speech

3- You will need to speak for 2 minute at least

4- You will be allowed to have your notes but use them as a support only.

Final Task - Speak Up								
You will deliver a speech in order to rally people to your cause. Your speech may be about :								
	Qualité du contenu	Pt score	Expression orale en continu	Pt score	Correction de la langue orale	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un oral fluide, convainquant, étayés par des éléments (inter)culturels pertinents. J'ai trouvé des arguments originaux et solides.	30	J'ai développé mon sujet de manière complexe, en me basant sur mes connaissances acquises et personnelles. Mon sujet a été traité de façon très approfondie sans que je n'ai trop recours à des notes écrites	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes, mon accent est authentique ou presque	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25
B2	J'ai argumenté de façon clair, j'ai chercher l'adhésion de mes camarades. Mes notes étaient là uniquement en support, mon sujet était développés, j'ai parlé pendant plus de 2 minutes.	20	Mon discours a convaincu mes camarades, j'ai su les faire adhérer à mes idées que j'ai développée largement. J'ai mis en place de réelles stratégies de communication.	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus, j'ai une très bonne intonation,	20	Je produis un énoncé dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15
B1	J'ai respecté le thème, j'ai cherché à argumenter et à me montrer convainquant, j'ai parlé pendant 1'30 au moins en me détachant de mes notes. Mon opinion était relativement claire	10	J'ai fait un vrai discours : je me suis adressé à mes camarades, je les ai regardé, j'ai essayé de mettre en place des stratégies développées propre au discours.	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la compréhension, j'ai un bon accent / je fais des efforts pour mon accent.	10	Je peux produire un énoncé mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7
A2	J'ai tenté de développer mon sujet mais je n'ai pas cherché à me détacher de mes notes, je n'ai pas assez regardé mon public, je n'ai pas parlé suffisamment longtemps	5	J'ai traité le sujet en terme simple, mon discours était bref, et les éléments juxtaposés	5	Je produis un énoncé oral immédiatement compréhensible malgré des erreurs fréquentes, mon accent est trop français	5	Je peux produire un énoncé dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4
A1	Le sujet a été abordé, légèrement / l'oral était beaucoup trop court / les notes lues sans aucun efforts	3	J'ai traité le sujet en terme très simple, mon énoncé est ponctué de pause, de faux démarrages, d'hésitation	3	Je produis un énoncé oral globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un énoncé intelligible malgré un lexique pauvre.	3
Pré-A1	Le sujet est identifiable	1	J'ai pu amorcer un propos avec des mots mémorisé	1	Je produis un énoncé oral mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	

Total point obtenus	0	1-4				5- 12			13-18			19-22			23-31			32-39			40+		B1
	0	1-12				13-17			18-20			21-25			26-39			40-59			60+		B1-B2
	0	1-12				13-20			21-29			30-39			40-59			60-79			80+		B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

1a – discours de Helen Keller:

Strike Against War!

The future of the world rests in the hands of America. The future of America rests on the backs of 80,000,000 working men and women and their children. We are facing a grave crisis in our national life. The few who profit from the labor of the masses want to organize the workers into an army which will protect the interests of the capitalists. You are urged to add to the heavy burdens you already bear the burden of a larger army and many additional warships. It is in your power to refuse to carry the artillery and the dreadnoughts and to shake off some of the burdens, too, such as limousines, steam yachts and country estates. You do not need to make a great noise about it. With the silence and the dignity of creators you can end wars and the system of selfishness and exploitation that causes wars. All you need to do to bring about this stupendous revolution is to straighten up and fold your arms. We are not preparing to defend our country. Even if we were as helpless as Congressman Gardner says we are, we have no enemies foolhardy enough to attempt to invade the United States. The talk about attack from Germany and Japan is absurd. Germany has its hands full and will be busy with its own affairs for some generations after the European war is over.

(...)

Yet, everywhere, we hear fear advanced as argument for armament. It reminds me of a fable I read. A certain man found a horseshoe. His neighbor began to weep and wail because, as he justly pointed out, the man who found the horseshoe might someday find a horse. Having found the shoe, he might shoe him. The neighbor's child might someday go so near the horse's heels as to be kicked, and die.

Undoubtedly the two families would quarrel and fight, and several valuable lives would be lost through the finding of the horseshoe. You know the last war we had we quite accidentally picked up some islands in the Pacific Ocean which may some day be the cause of a quarrel between ourselves and Japan. I'd rather drop those islands right now and forget about them than go to war to keep them.

Wouldn't you?

Congress is not preparing to defend the people of the United States. It is planning to protect the capital of American speculators and investors in Mexico, South America, China and the Philippine Islands. Incidentally this preparation will benefit the manufacturers of munitions and war machines.

(...)

Every modern war has had its root in exploitation. The Civil War was fought to decide whether the slaveholders of the South or the capitalists of the North should exploit the West. The Spanish-American War decided that the United States should exploit Cuba and the Philippines. The South African War decided that the British should exploit the diamond mines. The Russo- Japanese War decided that Japan should exploit Korea. The present war is to decide who shall exploit the Balkans, Turkey, Persia, Egypt, India, China, Africa. And we are whetting our sword to scare the victors into sharing the spoils with us. Now, the workers are not interested in the spoils; they will not get any of them anyway.

The preparedness propagandists have still another object, and a very important one. They want to give the people something to think about besides their own unhappy condition. They know the cost of living is high, wages are low, employment is uncertain and will be much more so when the European call for munitions stops. No matter how hard and incessantly the people work, they often cannot afford the comforts of life; many cannot obtain the necessities.

Every few days we are given a new war scare to lend realism to their propaganda. They have had us on the verge of war over the *Lusitania*, the *Gulflight*, the *Ancona*, and now they want the workingmen to become excited over the sinking of the *Persia*. The workingman has no interest in any of these ships. The Germans might sink every vessel on the Atlantic Ocean and the Mediterranean Sea, and kill

Americans with every one -- the American workingman would still have no reason to go to war.

(...)

As civilization has grown more complex the workers have become more and more enslaved, until today they are little more than parts of the machines they operate. Daily they face the dangers of railroad, bridge, skyscraper, freight train, stokehold, stockyard, lumber raft and mine. Panting and straining at the docks, on the railroads and underground and on the seas, they move the traffic and pass from land to land the precious commodities that make it possible for us to live. And what is their reward? A scanty wage, often poverty, rents, taxes, tributes and war indemnities. (...)

It is your duty to insist upon still more radical measures. It is your business to see that no child is employed in an industrial establishment or mine or store, and that no worker is needlessly exposed to accident or disease. It is your business to make them give you clean cities, free from smoke, dirt and congestion. It is your business to make them pay you a living wage. It is your business to see that this kind of preparedness is carried into every department of the nation, until every one has a chance to be well born, well nourished, rightly educated, intelligent and serviceable to the country at all times. Strike against all ordinances and laws and institutions that continue the slaughter of peace and the butcheries of war. Strike against war, for without you no battles can be fought. Strike against manufacturing shrapnel and gas bombs and all other tools of murder. Strike against preparedness that means death and misery to millions of human beings. Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

speech delivered by Helen Keller before the Women's Peace Party in New York, New York (January 5, 1916)

3c - Kamala Harris:

Script: Good evening. Congressman John Lewis, before his passing, wrote: “Democracy is not a state. It is an act.” And what he meant was that America’s democracy is not guaranteed. It is only as strong as our willingness to fight for it, to guard it and never take it for granted. And protecting our democracy takes struggle. It takes sacrifice. There is joy in it, and there is progress. Because “We the People” have the power to build a better future. And when our very democracy was on the ballot in this election, with the very soul of America at stake, and the world watching, you ushered in a new day for America. To our campaign staff and volunteers, this extraordinary team: thank you for bringing more people than ever before into the democratic process and for making this victory possible. To the poll workers and election officials across our country who have worked tirelessly to make sure every vote is counted: our nation owes you a debt of gratitude as you have protected the integrity of our democracy. And to the American people who make up our beautiful country: thank you for turning out in record numbers to make your voices heard. I know times have been challenging, especially the last several months. The grief, sorrow, and pain. The worries and the struggles. But we’ve also witnessed your courage, your resilience, and the generosity of your spirit. For four years, you marched and organized for equality and justice, for our lives, and for our planet. And then, you voted. You delivered a clear message. You chose hope, unity, decency, science, and, yes, truth. You chose Joe Biden as the next president of the United States of America. Joe is a healer. A uniter. A tested and steady hand. A person whose own experience of loss gives him a sense of purpose that will help us, as a nation, reclaim our own sense of purpose. And a man with a big heart who loves with abandon. It’s his love for Jill, who will be an incredible first lady. It’s his love for Hunter, Ashley, his grandchildren, and the entire Biden family. And while I first knew Joe as vice president, I really got to know him as the father who loved Beau, my dear friend, who we remember here today. To my husband Doug, our children Cole and Ella, my sister Maya, and our whole family — I love you all more than I can express. We are so grateful to Joe and Jill for welcoming our family into theirs on this incredible journey. And to the woman most responsible for my presence here today — my mother, Shyamala Gopalan Harris, who is always in our hearts. When she came here from India at the age of 19, maybe she didn’t quite imagine this moment. But she believed so deeply in an America where a moment like this is possible. So, I’m thinking about her and about the generations of women — Black women, Asian, white, Latina, and Native American women throughout our nation’s history who have paved the way for this moment tonight. Women who fought and sacrificed so much for equality, liberty, and justice for all, including the Black women, who are too often overlooked, but so often Prove that they are the backbone of our democracy. All the women who worked to secure and protect the right to vote for over a century: 100 years ago with the 19th Amendment, 55 years ago with the Voting Rights Act, and now, in 2020, with a new generation of women in our country who cast their ballots and continued the fight for their fundamental right to vote and be heard. Tonight, I reflect on their struggle, their determination and the strength of their vision — to see what can be unburdened by what has been — I stand on their shoulders. And what a testament it is to Joe’s character that he had the audacity to break one of the most substantial barriers that exists in our country and select a woman as his vice president. But while I may be the first woman in this office, I won’t be the last. Because every little girl watching tonight sees that this is a country of possibilities. And to the children of our country, regardless of your gender, our country has sent you a clear message Dream with ambition, lead with conviction, and see yourself in a way that others might not see you, simply because they’ve never seen it before. And we will applaud you every step of the way. To the American people: No matter who you voted for, I will strive to be the vice president that Joe was to President Obama — loyal, honest, and prepared, waking up every day thinking of you and your families. Because now is when the real work begins. The hard work. The necessary work. The good work. The essential work to save lives and beat this pandemic. To rebuild our economy so it works for working people.

To root out systemic racism in our justice system and society. To combat the climate crisis. To unite our country and heal the soul of our nation. The road ahead will not be easy. But America is ready. And so are Joe and I. We have elected a president who represents the best in us. A leader the world will respect and our children can look up to. A commander in chief who will respect our troops and keep our country safe. And a president for all Americans. It is now my great honor to introduce the president-elect of the United States of America, Joe Biden.

DST: autour de the hate you give

CO = words

Annexe 2 : [The Real King's Speech - King George VI - September 3, 1939 - YouTube](#)

Pygmalion - character Guide

Eliza Doolittle: Eliza is an eighteen-year-old girl who sells flowers on the street. She is ambitious: she wants to improve the way she speaks so she can get a better job in a flower shop. Eliza quickly changes her voice because she is an excellent mimic, but finds it hard to change her unladylike behaviour.

Professor Higgins: Higgins is a middle-aged professor of phonetics (the study of speech). Higgins shows little care for the feelings of others. Eliza is a bet between him and Pickering: can he teach her to speak like a lady in six months? Higgins doesn't consider what will happen to Eliza when the six months are over when she will be somewhat changed. He seems to think it will be alright to put her back on the street.

Pickering: Pickering, like Higgins, is an expert on language. He is much nicer to Eliza than Higgins, but like Higgins, he is rather irresponsible when it comes to thinking about what will happen to Eliza when the bet is won.

Mrs. Higgins: Higgins' mother is a woman in her sixties who does not approve of the Eliza project and thinks her son and Pickering are behaving in an immature way. She is a sensible person who believes in considering the consequences of actions.

The Elynsford-Hill Family: Mrs. Elynsford-Hill, Clara and Freddy are acquaintances of Mrs. Higgins, and are first seen at the start of the play sheltering from the rain. Later in the play, Freddy falls in love with Eliza.

Mrs. Pearce: Mrs. Pearce is Higgins' housekeeper (she cooks and cleans for him). She doesn't like his insensitive behaviour towards Eliza and advises him to be more thoughtful. She is worried about Higgins' plan to have Eliza live there for six months as it is England in 1912: there were stricter codes of conduct then when it came to something like a young single woman living with two unmarried men.

Pygmalion – Act 2

Pickering. (Laughing) Higgins, I'm interested. Whoever teaches Eliza Doolittle to speak is the greatest teacher alive. Will you take on this challenge, Higgins? I'll pay for the lessons.

Eliza. Oh, thank you, sir.

Higgins. She's horribly dirty -

Eliza. Ah-ah-ah-ah-ow-ow-oo-oo!!! I aint dirty! I washed my face and hands this morning, I did.

Higgins. (Excited) In six months - in three if she works hard. We'll start today - now! Take her away and clean her, Mrs. Pearce. Is there a good fire in the kitchen? (...)

Mrs. Pearce. But sir, you can't take a girl up like that as if you were picking up a pebble on the beach.

Higgins. Why not?

Mrs. Pearce. Why not! But you don't know anything about her. She may be married.

Eliza. Garn! Who'd marry me?

Higgins. Eliza, the streets will be full of men wanting to marry you before I've finished with you.

Mrs. Pearce. Nonsense, sir. You mustn't talk like that to her. (...) What's to become of her? Is she to be paid anything while she's here?

Higgins. What on earth would she want with money? She'll have her food and her clothes. She'll only buy beer if you give her money.

Eliza. It's a lie! Nobody ever saw me drink!

Pickering. Does it occur to you, Higgins, that the girl has some feelings?

Ac Legrand- Académie de Versailles

Higgins. Oh no, I don't think so. Not any feelings that we need bother about. (Cheerfully) Have you, Eliza?

Eliza. I got my feelings same as anyone else.

Mrs. Pearce. What is going to happen to her when you've finished your teaching? You must think about the future. (...)

Pickering. Excuse me, Higgins, if this girl is to put herself into your hands for six months for an experiment in teaching, she must understand what she's doing.

Higgins. How can she? She's incapable of understanding anything.

Eliza. (Starting to cry.) Ah-ah-ow-oo!

Higgins. There! That's all you get out of Eliza. Ah-ah-ow-oo! Eliza: you are to live here for the next six months, learning to speak beautifully like a lady in a flower shop. If you are a good girl, you shall sleep in a proper bedroom, have lots to eat and money to buy chocolates and take rides in cabs. If you are bad, your head will be cut off as a warning to other flower girls.

Mrs. Pearce. I think you'd better let me speak to the girl properly in private. Come with me, Eliza.

Higgins. Thank you, Mrs. Pearce. Take her off to the bathroom.

ACT 3

Maid enters with Eliza, dressed beautifully.

Maid. Miss Doolittle.

Higgins. Here she is, mother.

Eliza. (She speaks very differently from before and gasps her H.) How do you do, Mrs.Higgins?
(She sits elegantly.)

Mrs. E.H. My daughter Clara and my son Freddy.

Eliza.How do you do? Clara. How do you do?

Clara sits next to Eliza and looks at her enviously. Freddy bows and stares in wonder.

Higgins. Do you think it will rain, Miss Doolittle?

Eliza. There are no indications of any great change in the barometrical situation.

Freddy. How awfully funny!

Eliza. What is wrong with that, young man? I bet I got it right.

Mrs. E.H. I hope it won't turn cold. There's so much flu about.

Eliza. My aunt died of flu, they said. But it's my belief they done the old woman in.

Mrs. Higgins. (Confused) Done her in?

Ac Legrand- Académie de Versailles

Eliza. Yes! Why would she die of the flu? She'd had more serious illnesses! She could survive anything! My father kept spooning gin down her throat until she bit the spoon in two!

Mrs. E.H. Dear me! (...) Do you mean your aunt was killed?

Eliza. Certainly! Those that she lived with would have killed her to get her hat!

Mrs. E.H. But it can't be right for your father to pour gin down her throat like that. It might have killed her.

Eliza. Not her! Gin was like milk to her!

Mrs. E.H. Do you mean she drank?

Eliza. Drank! My word, she surely did!

Mrs. E.H. How dreadful for you!

Eliza. Oh, drink's not all bad! When my father lost his job, my mother used to give him four pence to go out and get drunk so he was fit to live with! It made the miserable old git happy. (To Freddy.) What are you laughing at?

Freddy. The new small talk! You do it so well!

ACT 4:

Higgins. I wonder where my slippers are.

Eliza looks at him angrily then stands up suddenly and leaves the room. She re-enters a moment later and puts the slippers in front of him. She sits.

Higgins. Oh lord, what a night! (He notices the slippers next to him.) Oh, there they are!

Pickering. Well, you've won your bet, Higgins. Eliza did a grand job.

Higgins. Thank God it's over!

Pickering. Eliza wasn't a bit nervous. I was!

Higgins. I wasn't nervous, just tired. This whole business has been a bore.

Pickering. But the Garden Party was exciting, wouldn't you say?

Higgins. Yes, for the first three minutes, but when I had to sit for an hour talking to that foolish fashionable woman I felt trapped like a bear in a cage. I tell you, Pickering, never again will I take on a bet like this. No more artificial duchesses.

Ac Legrand- Académie de Versailles

Pickering. Anyhow, it was a great success. Eliza did it so well. She's a professional.

Higgins. Well, it's over and done with and now I can go to bed without dreading tomorrow.

Eliza looks at him with fury.

Pickering. I think I shall go to sleep too. It's been a great occasion: a triumph for you. Goodnight. (He goes.)

Higgins. Goodnight. (He yawns and starts to leave.) Put the lights out, Eliza, and tell Mrs. Pearce not to make coffee for me in the morning: I'll take tea. (He goes out.)

ACT 4 (the end)

Eliza is very angry. She throws herself onto the floor and flings her arms and legs about. Higgins comes back in looking around for his slippers. He sees her and stares. Eliza jumps up, grabs the slippers and throws them at him.

Eliza. There are your slippers. Take them!

Higgins. What's the matter? Anything wrong?

Eliza. Nothing's wrong. I've won your bet for you, haven't I? That's enough for you. I don't matter, I suppose.

Higgins. You won my bet? You? Insolent insect! I won it! What did you throw those slippers at me for?

Eliza. Because I wanted to smash your face! Why didn't you leave me in the gutter? You thank God it's all over, and now you can throw me back there, don't you? (She leaps at his face.)

Higgins. (Holding her wrists.) Put your claws away, you cat! Sit down and be quiet! (He throws her into a chair.)

Eliza. (Sad) What's to become of me?

Higgins. How do I know what's to become of you? What does it matter what becomes of you?

Eliza. You don't care. You wouldn't care if I was dead! I'm nothing to you.

Higgins. Why are you being like this? Has anyone here ever treated you badly?

Eliza. No.

Higgins. I'm glad to hear it. Perhaps you're tired. Would you like a glass of champagne?

Eliza. No. Thank you.

Higgins. You must have been anxious today. There's nothing more to worry about.

Eliza. Oh God! I wish I was dead!

Higgins. Why?! You're just tired. Go to bed.

Eliza. What am I fit for? Where am I to go? What am I to do?

Higgins. Oh, that's what's worrying you. (He puts his hands in his pockets and walks about nervously.) You won't have much trouble finding something. What about that idea of a flower shop? Pickering could buy you one. You might marry, you know. You're not bad looking, except now, of course, because you've been crying. You go to bed and have a nice rest. You'll look a lot better in the morning. I must go to bed.

Idée DST:

Text 1 One summer day when I was about ten, I sat on a stool, chatting with a group of girls my age. We were all in pigtails and shorts and basically just killing time. What were we discussing? It could have been anything—school, our older brothers, an anthill on the ground. 5 At one point, one of the girls, a second, third, or fourth cousin of mine, gave me a sideways look and said, just a touch hotly, “How come you talk like a white girl?” The question was pointed, meant as an insult or at least a challenge, but it also came from an earnest place. It held a kernel of something that was confusing for 10 both of us. We seemed to be related but of two different worlds. “I don't,” I said, looking scandalized that she'd even suggest it and mortified by the way the other girls were now staring at me. But I knew what she was getting at. There was no denying it, even if I just had. I did speak differently than some of my relatives, and so did Craig. Our parents had 15 drilled into us the importance of using proper diction, of saying “going” instead of “goin'” and “isn't” instead of “ain't.” We were taught to finish off our words. They bought us a dictionary and a full Encyclopaedia Britannica set, which lived on a shelf in the stairwell to our apartment, its titles etched in gold. Any time we had a question about a word, or a concept, or some piece of history, they directed us toward those 20 books. Dandy, too, was an influence, meticulously correcting our grammar or C1CANGL02557 Page 3 sur 4 admonishing us to enunciate our words when we went over for dinner. The idea was we were to transcend, to get

ourselves further. They'd planned for it. They encouraged it. We were expected not just to be smart but to own our smartness—to inhabit it with pride—and this filtered down to how we spoke.

Michelle Obama, *Becoming*, 2018

Text 2: [Rani, an artist, is making an introductory speech to her art exhibition, to explain the origins of her influences.] “I’m the product of an Irish-Italian Catholic father from Boston and Indian Hindu mother from Calcutta,” I say to my captive audience. “This multicultural heritage has greatly influenced my art. Growing up, I never felt different unless someone brought it to my attention. I never felt I had to choose, “Am I this, or that?”. I felt, and my parents 5 reinforced, “I’m both”. In my family, this was perfectly natural, normal. [...] It’s easy to see differences among people, especially if they look, talk, eat, dress, worship differently. But there’s more to every person than any peel-and-stick-on label². Despite the most blatant differences, there’s almost always commonality if you look beyond the surface. At our core, human beings from all walks of life have more in common than 10 not. My art attempts to show the synergy of cultural fusion – the notion that one plus one equals something greater than two – and the universal bonds that link us all together as one race, the human race”. Monica PRADHAN, *The Hindi-Bindi Club*, 2007

Could your teacher be replaced by a robot? Artificial intelligence sometimes gets a hard time, especially in Hollywood with many films showing robots taking over the world. But other experts say machines and technology could also be a huge force for good, creating and improving jobs, safety, healthcare and education. 5 Meet Will, believe it or not Will isn't human. But he is the first digital teacher and is only real in your computer. Will is going to teach primary school children in New Zealand. He can interact with students on a computer, tablet, or mobile phone, and has been teaching kids about the environment and renewable energy. 10 He can respond to the answers given by children and can react to their body language. During Will's trial, the children said, "If we smile at him, he smiles back to us." Perhaps taking inspiration from New Zealand, some university classes in London are to be given a futuristic spin by showing lecturers as holograms. 15 Imperial College London has been testing the technology and say that expert guests from all over the world will be able to deliver classes without having to travel. A similar effect has been used to animate images of Michael Jackson, Elvis Presley and other famous celebrities. www.bbc.co.uk, November 12, 2018

DST 1^{ère} euro : speak up !

Text 1

Teenagers' Internet socializing not a bad thing

Good news for worried parents: all those hours their teenagers spend socializing on the Internet are not a bad thing, according to a new study by the MacArthur Foundation.

“It may look as though kids are wasting a lot of time hanging out with new media, whether it’s on MySpace or sending instant messages,” said Mizuko Ito, lead researcher on the study, “Living and Learning With New Media.” “But their participation is giving them the technological skills and literacy they need to succeed in the contemporary world. They’re learning how to get along with others, how to manage a public identity, how to create a home page.”

The study, conducted from 2005 to last summer, describes new-media usage but does not measure its effects.

“It certainly rings true that new media are inextricably woven into young people’s lives,” said Vicki Rideout, vice president of the Kaiser Family Foundation and director of its program for the study of media and health. “Ethnographic studies like this are good at describing how young people fit social media into their lives. What they can’t do is document effects. This highlights the need for larger, nationally representative studies.”

Ms. Ito, a research scientist in the department of informatics at the University of California, Irvine, said

that some parental concern about the dangers of Internet socializing might result from a misperception. “Those concerns about predators and stranger danger have been overblown,” she said. “There’s been some confusion about what kids are actually doing online. Mostly, they’re socializing with their friends, people they’ve met at school or camp or sports.”

The study, part of a \$50 million project on digital and media learning, used several teams of researchers to interview more than 800 young people and their parents and to observe teenagers online for more than 5,000 hours. Because of the adult sense that socializing on the Internet is a waste of time, the study said, teenagers reported many rules and restrictions on their electronic hanging out, but most found ways to work around such barriers that let them stay in touch with their friends steadily throughout the day.

“Teens usually have a ‘full-time intimate community’ with whom they communicate in an always-on mode via mobile phones and instant messaging,” the study said.

Tamar Lewin, november 20, 2008, <http://www.nytimes.com/>

Tamar Lewin, november 20, 2008, <http://www.nytimes.com/>

Text 2

Generation gap: texts *vs* emails

“Excuse me for one second,” Jessica said as she pursued Lalitha into a more executive-looking suite at the back of the house.

“I’m a young person,” he heard her say there. “OK? I’m the young person here. Do you get it?”

Lalitha: “Yes! Of course. That’s why it’s so wonderful you came down. All I’m saying is I’m not so old myself, you know.”

“You’re twenty-seven!”

“That’s not young?”

“How old were you when you got your first cell phone? When did you start going online?”

“I was in college. But, Jessica, listen –”

“There’s a *big difference* between college and high school. There’s an entirely different way that people communicate now. A way that people my age started learning much earlier than you did.”

“I know that. We don’t disagree about that. I really don’t see why you’re so angry at me.”

“Why I’m angry? Because you have my dad thinking you’re this great expert on young people, but you’re *not* the great expert, as you just totally demonstrated.”

“Jessica, I know the difference between a text and an e-mail. I misspoke because I’m tired. I hardly slept all week. It’s not fair of you to make so much of this.”

“Do you even *send* texts?”

“I don’t have to. We have BlackBerrys, which do the same thing, only better.”

“It’s not the same thing! *God*. This is what I’m talking about! If you didn’t grow up with cell phones in high school, you don’t understand that your phone is very, very different from your e-mail. It’s a totally different way of being in touch with people. I have friends who hardly even check their e-mail anymore. And, if you and Dad are going to be targeting kids in college, it’s really important that you understand that.”

“OK, then. Be mad at me. Go ahead and be mad. But I still have work to do tonight, and you need to leave me alone now.”

Jessica returned to the kitchen, shaking her head, her jaw set.

“I’m sorry,” she said.

Jonathan Franzen, *Freedom*, 2010.

ow Three Decades With a Speech Impediment Shaped Me



Courtney Myers

•

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February 12, 2018

I'll never forget the evening my speech impediment became glaringly obvious to me. I was about 7 years old, sitting in front of my parents' bed. My little sister was upstairs asleep and my baby brother hadn't been born yet, so I had their full attention. I remember pulling at the carpet fibers nervously as they started talking about enrolling me in speech therapy classes at my elementary school. It wouldn't be that bad, they explained. My friends would all think I was at enrichment, and I'd just slip out for half an hour or so to work one-on-one with the speech teacher.

I remember looking up at my own father, his eyes welled with tears as my mom took charge of the conversation. A lifelong stutterer himself, I didn't realize it at the time, but this was his fear in the flesh. I'd inherited his nervous, shaky way of talking. I would get frequent blocks throughout the day, where even starting a phrase would send me into a fit and frenzy of furrowed brow, squinted eyes, and red cheeks I could do nothing to cover up.

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Still, I was young and evergreen and not too concerned with it. I knew it was frustrating, and it could be embarrassing at times, but I had a circle of three best friends and each of us were a little quirky in our own ways, so it never occurred to me that I needed "fixing." It was just a part of me, as ingrained in my being as my brunette hair or the constellation of freckles spattered across my collarbone.

Still, I begrudgingly attended the school therapy sessions. I sat across from a string of petite and pretty and well-meaning teachers who taught me tricks to make my speech smoother. One told me to wear rubber bands on my wrist, and every time I felt "stuck" I could pull at one and remember to employ my "stretchy speech." That worked well until I did it during a presentation in fifth grade and every other classmate asked me why I was tugging at my hands the entire time. Another gave me tons of literature on stuttering, which my parents devoured but I cast aside. My favorite one tried to break the ice on our first day by talking to me about all the famous people who stuttered, and how it didn't mean the end of their dreams.

They were all kind and helpful in their own way. Yet for all their efforts, I still couldn't say my "Cs" without dragging them out (a daily challenge for someone named Courtney) and I still found myself red-faced and hot every time I was called upon in class.

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After a few years, I stopped attending in-school therapy sessions. I found ways to get around my stutter, primarily by avoiding certain trigger words that I knew would trip me up. While that worked for a pretty long while, it also meant I missed out on a bunch. I won a schoolwide essay writing contest in middle school and the grand prize was a trip to Carowinds amusement park. I'd never been and I was so excited. Then, I learned that part of accepting the prize was reading my essay out loud to the entire sixth through eighth grade. I told my teachers I declined my first place prize, and to please give it to someone else. I'll never forget sitting on the cold gym floor as the second place winner claimed my spot.

Over time, I carried that habit of avoidance with me. I was 25 before I ever ordered takeout through a drive-through and I've never called to request a favorite song on the radio station. I rarely go to the drive-up bank teller, and instead, I'll wrangle both of my two squirmy children inside for a two-second transaction. We can be an astute and calculating bunch, us with the speech impediments. Many of us walk around with a thesaurus in our minds of words we can use that are easy to say, ones that won't leave the other party staring at us in that mix of confusion, sympathy, and impatience we've come to dread.

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When I was 27, I was set to give a big capstone presentation for my Master's thesis. Parents and loved ones were asked to come and it was to be an evening of celebration. Yet for me, it initiated a deep dread I couldn't shake. So I sprung into action. I enlisted the help of a local speech therapist, who went to work helping me reverse years of covering up and side-stepping my stutter. The first time I sat across from her in her tiny, windowless office, she noted that part of a stutterer's identity crisis can lie in being perceived as incompetent when we're in fact highly capable individuals. The moment she spoke that truth out loud, I felt a lifetime of shame come crumbling down. Finally, someone got it. Someone knew I wasn't

sitting in the back of the class with my head down because I didn't know the answer. I'd known the answer for years, but I'd rather risk looking aloof than sputter my response and feel the warm sting of humiliation.

She also pointed out that there are multiple ways to stutter, and that by lumping all of us together into one category, we're doing a disservice to the unique properties that make up each of our situations. She fitted me for a special in-ear device designed to echo my own voice into my ear when I talk. Did you know stutters rarely stutter when they speak in unison? It's true. It's why we don't fear saying the Pledge of Allegiance at football games or singing along with our favorite singer on the radio. When we're repeating words alongside someone else, our speech is gloriously smoother. Is it perfect? Absolutely not, but it's more aligned with "normalcy" if that even exists.

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I didn't invite anyone in my family to my presentation because I still wasn't ready for that yet. But my speech teacher came. She sat in a tiny desk right in the middle of the room and came armed with lip gloss so my lips wouldn't stick together and trip me up. She went over my speech with me in the campus lounge for hours before it was my turn to get up and speak. When I did, she looked me in the eye and mouthed the words alongside me, at the same time I heard them repeating in my device. It went off without a hitch, I got my M.A., and all was well.

Still, every day is not without its challenges. I called the doctor to make a routine checkup appointment last week and encountered a blockage so difficult to move past that I had to simply apologize, hang up the phone, wait about an hour, and call back. My sweet husband makes most of my calls for me, and I give my last name at the coffee shop because it's easier to say than my first. I'm still finding ways around my stutter, though I'm vowing that this year is the one where I reverse that damaging trend.

One of the first places I intend to practice my newfound sense of boldness? A work conference in Florida coming up in two weeks. It's my first time away from my two babies and I'm nervous as any mama would be about it. Adding to my apprehension? I've been asked to lead a quick question and answer session one

afternoon. As my job is mainly virtual, I've not seen any of my co-workers in person. No one knows I stutter, though they soon will. When I was first presented with the offer (a huge honor, really), I initially wanted to decline. I'd drafted an entire email explaining my situation, and that I'd be more comfortable listening in than leading. Then, I looked down at my children, happily playing on the living room floor.

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To them, I'm superwoman. I can bake a mean omelet and magically know where to find their favorite shows on TV. I hold them high on my legs in a makeshift airplane and I take them to the library and to preschool and every little ice cream shop in town on our days off. I catch them when they go too quickly down the slide, and I keep a stockpile of Band-aids for when their knees hit the pavement off their Big Wheels. I'm a doctor and a chef, a referee and a refuge.

To them, I'm not a stutterer. I'm so much more. I'm leaning heavily into that knowledge and confidence as I move headfirst into this new and challenging year. I'm Courtney. I stutter and it's really stinking hard sometimes. But, I'm also a wife, a mother, and a daughter. I'm an incredibly hard worker and a thoughtful friend. So maybe I text more than I call, and I write more than I speak. Maybe stuttering will always be a part of me. But it doesn't define me anymore, and I'm tired of letting it bury the lead.

[Courtney Myers](#), February 12, 2018 for

DST EURO : speak up !

Text 1 :A mother's ambition for her daughter -- *The scene is set in the late sixties.*

But what I hadn't understood about my mother was that buried deep beneath this conventional exterior was the hardy little seed of a feminist. I'm sure that word never passed her lips, but it made no difference. Her certainty frightened me. She said it was my duty as a woman to go to Cambridge to study maths. As a woman? In those days, in our milieu, no one ever spoke like that. No woman did anything 'as a woman'. She told me she would not permit me to waste my talent. I was to excel and become extraordinary. I must have a proper career in science or engineering or economics. She allowed herself the world-oyster cliché. It was unfair on my sister that I was both clever and beautiful when she was neither. It would compound the injustice if I failed to aim high. I didn't follow the logic of this, but I said nothing. My mother told me she would never forgive me and she would never forgive herself if I went off to read English and became no more than a slightly better educated housewife than she

was. I was in danger of *wasting my life*. Those were her words, and they represented an admission. This was the only time she expressed or implied dissatisfaction with her lot³.

Then she enlisted my father – “the Bishop” was what my sister and I called him. When I came in from school one afternoon my mother told me he was waiting for me in his study. In my green blazer with its heraldic crest and emblazoned motto – *Nisi Dominus Vanum* (Without the Lord All is in Vain) – I sulkily lolled in his clubbish leather armchair while he presided at his desk, shuffling papers, humming to himself as he ordered his thoughts. [...] He had made some enquiries. Cambridge was anxious to be seen to be “opening its gates to the modern egalitarian world”. With my burden of triple misfortune – a grammar-school⁴, a girl, an all-male subject – I was certain to get in.

Ian McEwan, *Sweet Tooth*, 2011.

1. when “the world is your oyster”, you have everything to succeed in life. 2. read: study (at university).
3. her lot: her own life. 4. grammar-school: traditional British school where uniforms are required and pupils generally go on to study at prestigious universities.

Text 2 : Generation gap: texts vs emails

“Excuse me for one second,” Jessica said as she pursued Lalitha into a more executive-looking suite at the back of the house.

“I’m a young person,” he heard her say there. “OK? I’m the young person here. Do you get it?”

Lalitha: “Yes! Of course. That’s why it’s so wonderful you came down. All I’m saying is I’m not so old myself, you know.”

“You’re twenty-seven!”

“That’s not young?”

“How old were you when you got your first cell phone? When did you start going online?”

“I was in college. But, Jessica, listen –”

“There’s a big difference between college and high school. There’s an entirely different way that people communicate now. A way that people my age started learning much earlier than you did.”

“I know that. We don’t disagree about that. I really don’t see why you’re so angry at me.”

“Why I’m angry? Because you have my dad thinking you’re this great expert on young people, but you’re not the great expert, as you just totally demonstrated.”

“Jessica, I know the difference between a text and an e-mail. I misspoke because I’m tired. I hardly slept all week. It’s not fair of you to make so much of this.”

“Do you even send texts?”

“I don’t have to. We have BlackBerrys, which do the same thing, only better.”

“It’s not the same thing! God. This is what I’m talking about! If you didn’t grow up with cell phones in high school, you don’t understand that your phone is very, very different from your e-mail. It’s a totally different way of being in touch with people. I have friends who hardly even check their e-mail anymore. And, if you and Dad are going to be targeting kids in college, it’s really important that you understand that.”

“OK, then. Be mad at me. Go ahead and be mad. But I still have work to do tonight, and you need to leave me alone now.”

Jessica returned to the kitchen, shaking her head, her jaw set.

“I’m sorry,” she said.

Jonathan Franzen, *Freedom*, 2010.

Text 1 DST EURO

1 What did the narrator’s mother want her to do?

2 1. “I was in danger of *wasting my life*” (l. 16). Explain the mother’s attitude about the narrator’s future. Give at least two reasons to justify your answer. (about 30 words)

2. Did the narrator agree with her mother? (Find a sentence in the first paragraph to justify your

answer.)

3 “Then she enlisted my father” (l. 19). What does this sentence reveal about the father’s attitude concerning his wife’s plans?

4 In your own words, explain why, according to the narrator’s father, she was certain to get a place at Cambridge University. Find at least three reasons. (about 40 words)

Text 2

1 What are the names of the characters talking in this passage? What do we learn about their ages?

2 1. Why does one of the characters insist so much on their age difference?

2. Pick out at least three quotations from the text showing this difference between them.

3 Explain in your own words why the difference between an e-mail and a text message is so important for one of the characters.

4 Analyse the “generation gap” regarding new media (use of social networks, cell phones, etc). Illustrate with quotations. (30 words)

5- Comment on the use of italics. What do they reveal about the character’s state of mind? (30 words)

3 Which character wins the argument in text 2? (50 words)

Both text :

1- Analyse the “generation gap”. How do you explain it ? Illustrate with quotations from both texts. (50 words)

2-Compare and contrast the following female characters in terms of influence over their present (or future) situations. (50 words)

Text 1 DST EURO

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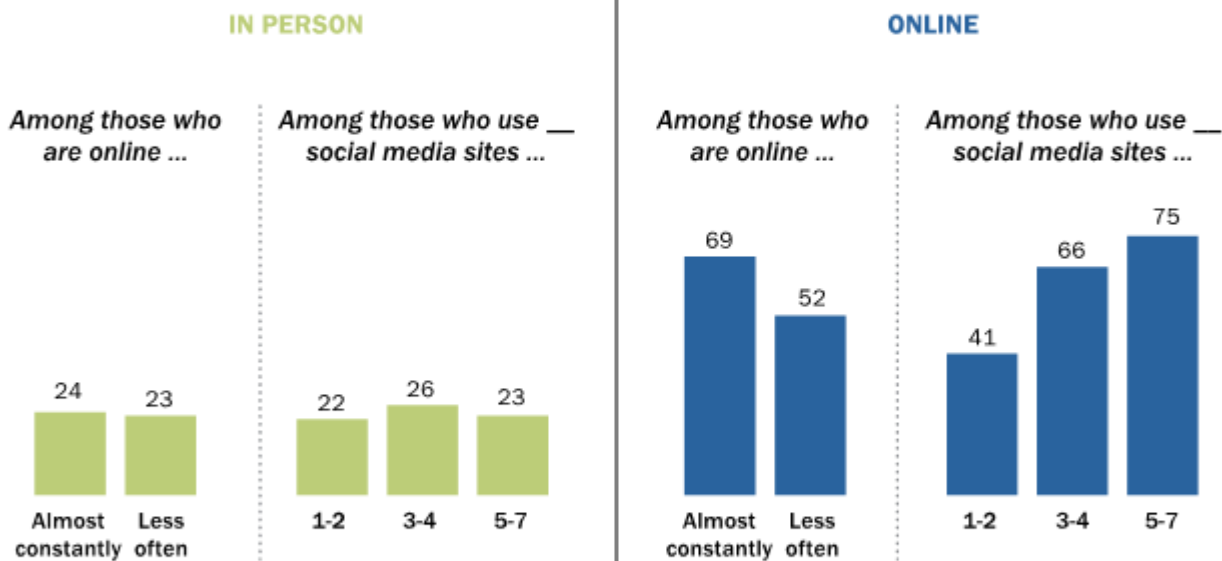
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3 Which character wins the argument in text 2? (50 words)

Both text :

Teens who use the internet ‘almost constantly’ are as likely to socialize with their friends offline as their peers who are online less frequently

% of U.S. teens who say they get together with their friends daily or almost every day **IN PERSON** (outside of school)/**ONLINE**



Note: Respondents who did not give an answer or gave other responses are not shown.
Source: Survey conducted March 7-April 10, 2018.

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- 1- Analyse the “generation gap”. How do you explain it ? Illustrate with quotations from both texts. (50 words)
- 2-Compare and contrast the following female characters in terms of influence over their present (or future) situations. (50 words)

Teens who are constantly online are just as likely to socialize with their friends offline

BY [JINGJING JIANG](#)

Close to half of U.S. teens ages 13 to 17 say they are on the internet “[almost constantly](#),” and more than nine-in-ten are social media users. These highly plugged-in youth, however, are just as likely as their less-connected peers to socialize regularly with their friends in person, according to a new analysis of Pew Research Center survey data.

In fact, when taking into account both online and offline interactions, highly connected teens report more contact with their friends compared with other teens, according to the analysis, which comes amid concerns that screen time is [taking away opportunities](#) for teens and others to socialize face-to-face.

Overall, 24% of teens who report being constantly online say they meet with their friends in person outside of school every day or almost every day. That is nearly identical to the 23% of less-frequently online teens who say they see their friends almost daily. And when it comes to online interaction with their friends, 69% of teens who are online constantly say they talk to their friends online every day or almost every day, compared with 52% of teens who visit the internet less frequently.

The survey also finds that teens who use five or more social media sites are significantly more likely than teens who use fewer sites to talk to their friends online every day or almost every day. Three-quarters of these social media users (75%) say this, compared with 41% of teens who use just one or two social media platforms. However, the frequency with which teens meet their friends in person does not significantly differ by the number of social media sites they use. Some 22% of teens who [use one or two online platforms](#) meet their friends in person on a near daily basis, compared with 26% of teens who use three or four social media sites and 23% of teens who use five or more sites.

It's worth noting that regardless of how frequently they use the internet or how many social media sites they use, teens today are far more likely to maintain frequent contact with their close friends [online than in person](#).

Additionally, the likelihood of teens having a close friend does not differ by their frequency of internet use. The vast majority of teens in each group say they have at least one close friend. And similar shares of teens who are constantly online (53%) and who are online less frequently (49%) say they tend to fit in pretty easily with other people their age.

When it comes to their broader attitudes toward technology, teens who go online almost constantly see a wider range of positive effects from social media than their peers who use the internet less frequently. For instance, they are substantially more likely to say that social media makes them feel a lot more connected to what's going on in their friends' lives and that they have people who can support them when going through tough times.

At the same time, this heightened connectivity can come at a cost for some teens. Constantly online teens are around twice as likely as other teens to report that they feel a lot of pressure to only post content on social media that makes them look good to others, or to post content that will gain comments and likes. And teens who are online on a near-constant

basis are also more likely to report having [experienced online harassment](#) and cyberbullying than teens who are online less frequently.

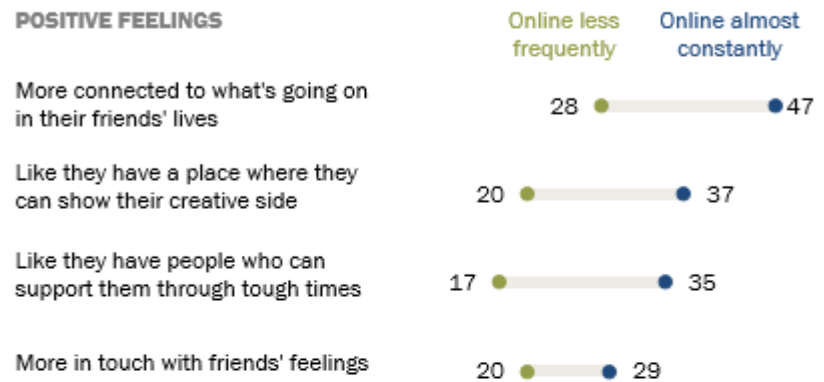
Previous Pew Research Center surveys have similarly found that the use of internet and social media is linked to stronger social ties, both among teens and adults. A [2014 Center survey](#) of teens ages 13 to 17 found that those who had access to a smartphone or used social media were more likely than non-users of those technologies to keep in touch daily with their close friends. And a survey of U.S. adults in 2004 found that adult internet users had [larger social circles](#) than non-internet users. A separate 2010 study found that Facebook users were more likely than non-users to have [close interpersonal relationships](#) and receive support from others.

Text 1

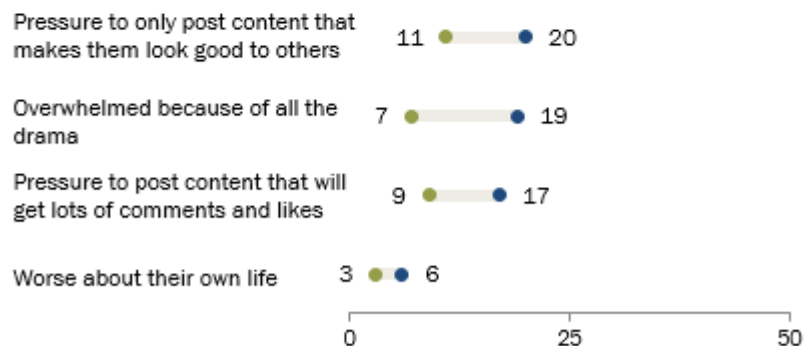
Constantly online teens are more likely to report both positive and negative experiences on social media

% of U.S. teens who say what they see on social media makes them feel the following "a lot"

POSITIVE FEELINGS



NEGATIVE FEELINGS



Note: Respondents who did not give an answer or gave other responses are not shown.

Source: Survey conducted March 7-April 10, 2018.

PEW RESEARCH CENTER

One summer day when I was about ten, I sat on a stool, chatting with a group of girls my age. We were

all in pigtails and shorts and basically just killing time. What were we discussing? It could have been anything—school, our older brothers, an anthill on the ground. At one point, one of the girls, a second, third, or fourth cousin of mine, gave me a sideways look and said, just a touch hotly, “How come you talk like a white girl?” The question was pointed, meant as an insult or at least a challenge, but it also came from an earnest place. It held a kernel of something that was confusing for both of us. We seemed to be related but of two different worlds. “I don’t,” I said, looking scandalized that she’d even suggest it and mortified by the way the other girls were now staring at me. But I knew what she was getting at. There was no denying it, even if I just had. I did speak differently than some of my relatives, and so did Craig. Our parents had drilled into us the importance of using proper diction, of saying “going” instead of “goin” and “isn’t” instead of “ain’t.” We were taught to finish off our words. They bought us a dictionary and a full Encyclopaedia Britannica set, which lived on a shelf in the stairwell to our apartment, its titles etched in gold. Any time we had a question about a word, or a concept, or some piece of history, they directed us toward those books. Dandy, too, was an influence, meticulously correcting our grammar or admonishing us to enunciate our words when we went over for dinner. The idea was we were to transcend, to get ourselves further. They’d planned for it. They encouraged it. We were expected not just to be smart but to own our smartness—to inhabit it with pride—and this filtered down to how we spoke. Michelle Obama, *Becoming*, 2018

Unit 2 : Speak up ! DST EURO

name and class : _____

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Give an account, in English and in your own words, of both texts.

- In your account :
- sum up the narrator’s memory in a few lines
 - explain what feelings and reaction are conveyed
 - define and qualify the narrators’ parents’ education style.

What theme do the two texts have in common and, in relation to this theme, what are the similarities and differences between the two narrators’ experiences?

DOCUMENT A :

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Michelle Obama, *Becoming*, 2018

DOCUMENT B : How Three Decades With a Speech Impediment Shaped Me

I’ll never forget the evening my speech impediment became glaringly obvious to me. I was about 7 years old, sitting in front of my parents’ bed. My little sister was upstairs asleep and my baby brother hadn’t been born yet, so I had their full attention. I remember pulling at the carpet fibers nervously as they started talking about enrolling me in speech therapy classes at my elementary school. It wouldn’t be that bad, they explained. My friends would all think I was at enrichment, and I’d just slip out for half an hour or so to work one-on-one with the speech teacher.

I remember looking up at my own father, his eyes welled with tears as my mom took charge of the conversation. A lifelong stutterer himself, I didn’t realize it at the time, but this was his fear in the flesh. I’d inherited his nervous, shaky way of talking. I would get frequent blocks throughout the day, where even starting a phrase would send me into a fit and frenzy of furrowed brow, squinted eyes, and red cheeks I could do nothing to cover up.

Still, I was young and evergreen and not too concerned with it. I knew it was frustrating, and it could be embarrassing at times, but I had a circle of three best friends and each of us were a little quirky in our own ways, so it never occurred to me that I needed “fixing.” It was just a part of me, as ingrained in my being as my brunette hair or the constellation of freckles spattered across my collarbone.

Still, I begrudgingly attended the school therapy sessions. I sat across from a string of petite and pretty and well-meaning teachers who taught me tricks to make my speech smoother. One told me to wear rubber bands on my wrist, and every time I felt “stuck” I could pull at one and remember to employ my “stretchy speech.” That worked well until I did it during a presentation in fifth grade and every other classmate asked me why I was tugging at my hands the entire time. Another gave me tons of literature on stuttering, which my parents devoured but I cast aside. My favorite one tried to break the ice on our first day by talking to me about all the famous people who stuttered, and how it didn’t mean the end of their dreams.

Courtney Meyers, <https://themighty.com/> my life with an impediment, February 12, 2018

UNIT 2 : Speak up - CO words

	Identification du contexte ou de la situation d'énonciation	Pt score	Identification des réseaux de sens	Pt score	Identification des stratégies de communication	Pt score
C1	J'ai identifié les détails fins ou l'implicite tout en les remplaçant dans le contexte : utilisation de personnes célèbres afin d'associer Amnesty Internationale à une image mondiale, répétition du nom de l'association pour fixer, répétition du mot « words » pour insister sur l'importance de l'expression	30	J'ai identifié et analysé la logique interne du document ou dossier en distinguant le cas échéant ce qui est de l'ordre de la digression : caractère d'urgence, association entre nous et le reste du monde repérage de l'ensemble des informations (chiffres milliers d'homme et de femme, un activiste kidnappé, un autre emprisonné 10 ans)+ pays (Zimbabwe, Chine, Iran) + raisons) et l'ensemble des pouvoirs des mots	30	J'ai identifié l'articulation entre les documents, la tonalité des propos : contraste systématique musique et parole : balance entre le vous et nous, les paroles positives et les paroles négatives afin de souligner la possibilité qu'ont certains tandis que d'autres sont réduits au silence, entre les mots tus et les mots parlés	30

B2	J'ai identifié la richesse du contexte ou de la situation d'énonciation (implicite) : message qui s'adresse à l'ensemble des personnes qui peuvent s'exprimer, et qui peuvent de fait parler à la place des opprimés, prise de conscience, invitation à le faire	20	J'ai identifié la cohérence globale du document ou du dossier : repérage des paroles positives vs les paroles négatives, au moins 2 exemples de chaque et leurs conséquences emprisonné, torturés, réduits au silence - le pouvoir des mots de ceux qui ont la parole - la possibilité de parler pour les autres	20	J'ai repéré l'intention en distinguant l'expression du point de vue de l'exposé de faits, et les éléments implicites de l'articulation entre les documents : utilisation de la musique pour accentuer les propos + mots / tonalité pour interpeller davantage	20
B1	j'ai relevé des informations détaillées sur le contexte et établir des liens entre elles : vidéo dans le but de faire une campagne, sensibiliser un maximum de personne	10	j'ai relevé l'essentiel des éléments porteurs du sens : au moins un pouvoir positif des mots : - rappeler son chien - conforter un ami - souhaiter un joyeux anniversaire et un pouvoir négatif - réclamer plus d'équité - envoyer un email interdit - demander des élections - le contraste entre ceux qui peuvent parler et ceux qui sont obligés de se taire	10	J'ai identifié l'expression de points de vue, souhaits, perspective. J'ai identifié la nature de l'articulation entre les documents : plate-forme Youtube pour toucher un maximum de personne, utilisation des réseaux sociaux. Musique de fond qui souligne l'intensité des propos	10
A2	j'ai relevé des informations explicites sur le document : vidéo pour Amnesty international, diffusée sur youtube, présentation de Morgan Freeman	5	j'ai compris globalement le document ou le dossier : présentation de la publicité vidéo d'Amnesty International qui lutte pour la reconnaissance des droits humains	5	J'ai identifié la nature du document : publicité faite auprès du grand public	5
A1	j'ai relevé des informations isolées, simples et les articuler les unes aux autres.	3	J'ai construit une amorce de compréhension en relevant des mots ou des expressions.	3	J'ai relevé quelques données caractéristiques évidentes du / des documents.	3
pré-A1	j'ai relevé quelques données.	1	J'ai relevé des mots transparents et / ou familiers.	1	J'ai relevé quelques informations isolées, simples..	1

Total point obtenus	0	1-5				6-9			10-12			13-15			16-22			23-29			30+			B1
	0	1-5				6-13			14-17			18-22			23-29			30-49			50+			B1-B2
	0	1-11				12-15			16-20			21-29			30-39			40-59			60+			B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			

3d- Speech blunder : Joe Biden

Newsweek article - Joe Biden Mocked for Apparent Teleprompter Flub: 'Repeat the Line'
BY [FATMA KHALED](#) ON 7/8/22

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Joe Biden Mocked for Apparent Teleprompter Flub: 'Repeat the Line'

BY [FATMA KHALED](#) ON 7/8/22 AT 2:48 PM EDT

[Joe Biden](#) was mocked on social media Friday after making an apparent mistake by reading teleprompter instructions during a speech. The president was [speaking about protecting women's reproductive rights](#) when he made the flub, accidentally saying "end of quote, repeat the line" as he finished a sentence.

"It is noteworthy that the percentage of women who register to vote and cast a ballot is consistently higher than the percentage of the men who do so—end of quote, repeat the line. Women are not without electoral and, or, political—let me be precise: not and, or—or political power," Biden said during his address.

The teleprompter had instructed him to repeat the line "Women are not without electoral or political power," a sentence that he first said moments earlier.

The president later signed an executive order to help protect and expand women's access to abortion and contraception after the [Supreme Court's recent decision to overturn *Roe v. Wade*](#). Because of the ruling, women living in states with [so-called trigger laws](#) will have to go elsewhere to get an abortion. As for birth control, some states have seen [spiking inquiries about vasectomies](#).

Biden's teleprompter error during his speech sparked different reactions on [Twitter](#), with some criticizing the president for the mistake.

"Biden is so far gone that he will literally read anything put on the teleprompter in front of him. 'End of quote' ... 'Repeat the line,'" *Washington Times* columnist Tim Young [tweeted](#).

Clay Travis, author of *Republicans Buy Sneakers Too*, [tweeted](#): "Joe Biden accidentally reads the teleprompter telling him to repeat the line. He just keeps getting worse. Do we really have 30 more months of this? Scary. And sad."

[Newsmax](#) host [Benny Johnson](#) [tweeted](#): "The teleprompter is UNDEFEATED against Joe Biden." He [wrote in another tweet](#), "Biden gets stumped by the teleprompter: "End of quote. Repeat the line." Kyle Hartzell, a head coach for the lacrosse team at the University of Texas, [tweeted](#), "Every week this guy does something that shows how mentally impaired he is and we as a society just accept it...so sad."

Others on social media jumped in to defend Biden and criticized conservatives for attacking the president for the teleprompter error. The Palmer Report site [tweeted](#): "Trump supporters love mocking Biden when he occasionally makes a teleprompter gaffe, even though Trump used a teleprompter every single time and still didn't give one coherent speech in four years."

Filmmaker Chip Franklin [wrote on Twitter](#): "Biden misread a teleprompter. Trump tried to overthrow the government & hang his VP. Both r old & prone to gaffes while speaking in public. But only one is an orange colored reckless sociopath who would destroy the world for his own personal gain. F*** you if you can't see that."

video:

