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WORKING CHILDREN

Working children's lives are difficult not just because of their work. Their families are poor or they have no families and no resources. Because they have no education, they are condemned to be poor all their lives.

5 The British charity *Save the Children* says that it is important to talk to child labourers to find solutions. Not all work is bad or dangerous. In some cases, if children can't work, they or their families can't survive. Boycotts of products made using child labour result in the children being forced to do more dangerous work. *Save the Children* supports projects that give young workers access to education, and better working conditions.

10 For example, in the Democratic Republic of Congo, teenagers from poor families receive some money to start businesses. They can buy products to sell at the market and make some money. Because they are the bosses, they can choose when to work, and they have money to pay for school.

15 Embroiderers like Nancy can go to classes organised by *Save the Children*. The charity also helps them get reasonable pay for their work. Nancy says, "Now we know that our products sell very well in Europe. Before, I didn't know how much money I received. If it was written down, I couldn't read it. I used to think it was a good idea to ban products made by children. But I live in the practical world, and I'm very concerned about my family. For large families, it's very important for at least one or two children to work. If we don't work, our families won't survive."

Adapted from Easy Going, summer 2003.

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Langue vivante ANGLAIS				
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GROUPEMENT INTERACADEMIQUE II		Session 2004		N° d'anonymat
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SUJET	Durée : 1 heure	Coef. : 1	Page : 1/4	
NOM :			Prénom :	

LIRE ATTENTIVEMENT LE TEXTE

COMPREHENSION ECRITE

1 - Retrouvez dans le texte les équivalents anglais des mots suivants. 2 points

- a) organisation humanitaire :
- b) ouvriers, travailleurs:
- c) brodeuses:
- d) interdire:

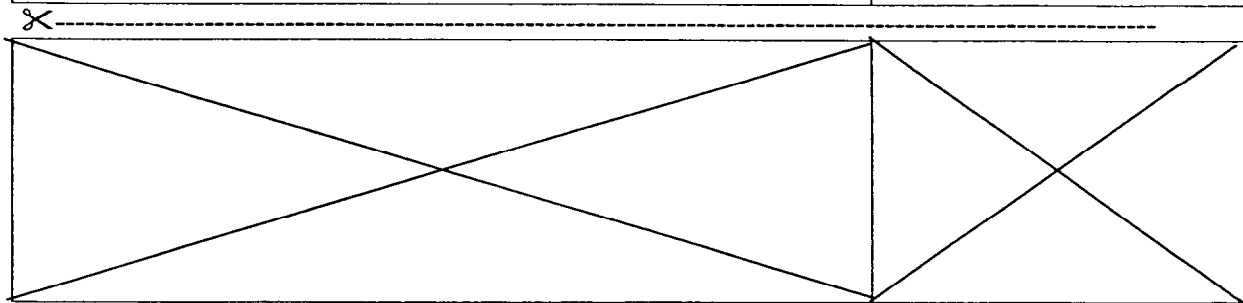
2 - Dites si les affirmations suivantes sont vraies (V) ou fausses (F) et justifiez toutes vos réponses en citant le texte. 4 points

- a) *Save the Children* helps children to get an education. V F
.....
- b) The only reason why children work is that their families are poor. V F
.....
- c) Work is always dangerous for children. V F
.....
- d) In Congo, all the families with teenagers receive money. V F
.....

3 - Répondez en français aux questions suivantes en faisant des phrases complètes. 5 points

- a) Le boycott de produits fabriqués par des enfants n'est pas forcément une bonne chose pour eux. Pourquoi ?
.....
.....
- b) Au Congo, quels sont les avantages pour les enfants de pouvoir acheter des marchandises et les revendre ensuite ? (2 éléments de réponse)
.....
.....

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c) Quelle est l'aide apportée à Nancy par l'association ? (2 éléments de réponse)

.....
.....

d) Avant l'aide de *Save the Children*, qu'est-ce que Nancy n'était pas capable de faire ?
(2 éléments de réponse)

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e) Nancy sait maintenant que le boycott n'est pas une bonne chose. Expliquez sa prise de conscience.

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COMPETENCE LINGUISTIQUE

4 - Remplacez les mots soulignés par l'adjectif possessif ou le pronom personnel qui convient.

3 points

a) Working children's lives are difficult. ⇒

b) Their families are poor. ⇒

c) "*Save the children*" has helped Nancy. ⇒

5 - Complétez les phrases ci-dessous en employant 'much' ou 'many'.

2 points

a) children come from poor families.

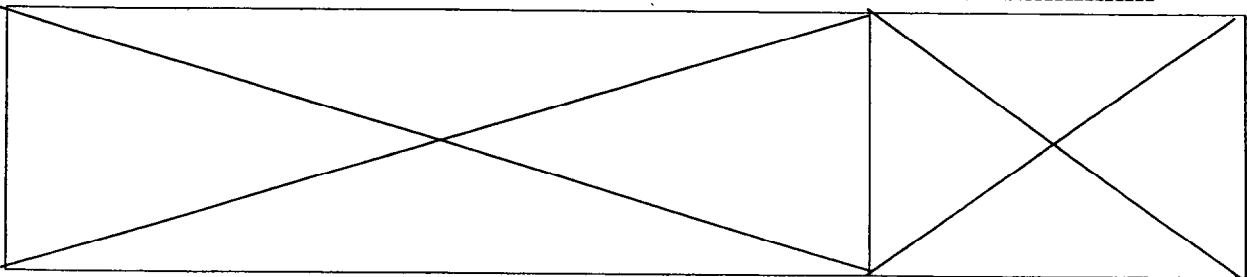
b) They haven't got money.

c) people know '*Save the Children*'.

d) How brothers and sisters do you have ?

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PRODUCTION ECRITE

**6 - A partir des notes prises par le journaliste, rédigez un article à propos de Nancy.
(50 à 60 mots)**

4 points

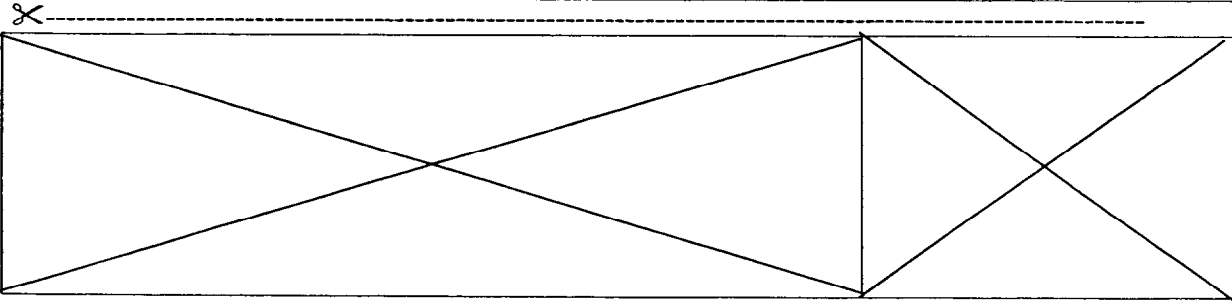
14	<i>begin at 6</i>	<i>school: a dream</i>	<i>sister, brother: go to school</i>
<i>Kashmir, India</i>	<i>work at home</i>	<i>no money</i>	<i>⇒ can't stop working</i>
<i>1 brother</i>	<i>9 hours/day</i>	<i>too poor</i>	<i>⇒ need money to study</i>
<i>1 sister</i>	<i>not much money</i>		

to need : avoir besoin de

to earn (money) : gagner

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CORRIGE « WORKING CHILDREN »

COMPREHENSION ECRITE

1- 2 points

- a) organisation humanitaire : charity
- b) ouvriers, travailleurs : workers (labourers)
- c) brodeuses : embroiderers
- d) interdire : ban

2- 4 points

- a) Vrai - *Save the Children* supports projects that give access to education (Nancy can go to classes organised by *Save the Children*)
- b) Faux - Their families are poor or they have no families. (on acceptera aussi "in some cases, if children can't work, they can't survive".)
- c) Faux - Not all work is bad or dangerous.
- d) Faux - Teenagers from poor families receive some money...

3- 5 points

- a) Parce que dans certains cas, s'ils ne travaillent pas ils ne peuvent pas survivre, et quelquefois l'argent qu'ils gagnent sert à payer l'école.
- b) 1- Ils travaillent quand ils veulent.
2- Ils ont de l'argent pour payer leur éducation.
- c) 1- Elle peut maintenant aller en classe.
2- L'association l'aide à obtenir un salaire correct.
- d) 1- Elle ne savait pas combien elle gagnait ;
2- Elle ne savait pas lire.
- e) Si on boycotte les produits fabriqués par des enfants, ils ne pourront plus travailler et leurs familles risquent de mourir de faim.

COMPETENCE LINGUISTIQUE

4- 3 points

- a) Working children's lives are difficult. = **their**
- b) Their families are poor. = **they**
- c) "Save the children" has helped Nancy. = **her**

5- 2 points

- a) **Many** children come from poor families.
- b) They haven't got **much** money.
- c) **Many** people know '*Save the Children*'.
- d) How **many** brothers and sisters do you have?

PRODUCTION ECRITE - 4 points