

## **CHARITIES IN THE UK**

**Video campaign from “Save the Children” website:**

**<http://www.youtube.com/watch?v=jvV8ANCfITc>**

## **The Queen (The Monarch) and the UK**



The Queen is Head of State in the United Kingdom. As a constitutional monarch, Her Majesty does not 'rule' the country, but fulfills important ceremonial and formal roles with respect to Government. She also represents Justice, she is Head of the Armed Forces and has important relationships with the established Churches of England and Scotland.

### **Charities and patronages**

An important part of the work of The Queen and the Royal Family is also to support and encourage public and voluntary service. One of the ways in which they do this is through involvement with charities and other organizations. About 3,000 organizations list a member of the Royal Family as patron or president. The Queen has over 600 patronages and The Duke of Edinburgh over 700.

DOCUMENTS SUPPORTS POUR LA SEQUENCE « CHARITIES »



<http://www.top5websites.co.uk/charities/>

## **Top 5 Charities Websites**

### **1. [Macmillan Cancer Support](#)**

Macmillan Cancer Relief is a UK charity that works to improve the quality of life for people living with cancer. We offer a range of innovative cancer services and are at the heart of improving cancer care throughout the UK.

<http://www.macmillan.org.uk>

### **2. [Save the Children](#)**

Save the Children fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide. We gain expertise through our projects around the world and use that knowledge to educate and advise others.

<http://www.savethechildren.org.uk>

### **3. [Help the Aged](#)**

With passion, intelligence and ingenuity, Help the Aged is committed to addressing the issues that matter to older people. Help the Aged believes older people have a right to dignity, respect and independence, and to lead full and active lives.

<http://www.helptheaged.org.uk>

### **4. [Cancer Research UK](#)**

We are the largest volunteer-supported cancer research organization in the world and we support the work of 3,000 scientists working across the UK. Find out more about our current 'all clear' message, celebrating the increase in cancer survival.

<http://www.cancerresearchuk.org>

### **5. [Oxfam](#)**

Oxfam believes that in a world rich in resources, poverty isn't a fact of life but an injustice which must be overcome. We believe that everyone is entitled to a life of dignity and opportunity; and we work with poor communities, local partner organizations, volunteers, and supporters to make this a reality.

<http://www.oxfam.org.uk>



**Comic Relief** is an operating [British charity](#), founded in 1985 by the comedy scriptwriter [Richard Curtis](#) and [Lenny Henry](#) in response to famine in [Ethiopia](#).<sup>[1]</sup> The highlight of Comic Relief's appeal is **Red Nose Day**, a biennial [telethon](#) held in March, alternating with sister project [Sport Relief](#). Comic Relief is one of the two high profile telethon events held in the [United Kingdom](#), the other being [Children in Need](#), held annually in November.

### **Red Nose Day history**

**Red Nose Day** is the main way in which Comic Relief raises money. The first Red Nose Day (RND) was held on the 5 February 1988 and since then they have been on the second or third Friday in March. RND 2011 was on 18 March.

Red Nose Day is often treated as a semi-[holiday](#); for example, many schools have non-[uniform](#) days. The day culminates in a live [telethon](#) event on BBC One, starting in the evening and going through into the early hours of the morning, but other money-raising events take place. As the name suggests, the day involves the wearing of plastic/foam [red noses](#) which are available, in exchange for a donation, from [Sainsbury's](#) and [Oxfam](#) shops.

Name: \_\_\_\_\_

Section euro 3°

**Fiche d'évaluation intermédiaire n°1 (EE)**

Production Écrite (B1) « Peut écrire des descriptions détaillées », « faire le compte rendu d'expériences ».

Tâche :

***Create a Charity about homelessness (helping homeless people) and write a web-page presentation.******Find a name, draw a logo and imagine a slogan.***

-Explain the problems related to homelessness.

-Explain how your charity helps and what you do.

-Invite people to help.

Find a name, draw a logo and imagine a slogan.

CRITERES	sous critères	Évaluation professeur	auto-évaluation
Présentation /4	-Originalité du slogan et du logo -Page web organisée, aérée et bien présentée	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2
Langue (lexique et grammaire)  /8	-Langue grammaticalement correcte malgré quelques erreurs. (B1) -Bonne maîtrise du vocabulaire malgré quelques erreurs. (B1) -Richesse du lexique (« <i>gamme assez étendue mais vocabulaire limité</i> ») (B1) -Richesse de la langue, prise de risque (« <i>gamme assez étendue</i> ») (B1)	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2
Contenu  /8	-Donne des informations sur les « sans abris » et les problèmes qu'ils rencontrent -Présente l'association en donnant un maximum de détails sur son rôle et ses actions. -Est convaincant et invite les lecteurs à se joindre à l'association. -Richesse des idées.	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2
Total		/20	/20

## NEWS from Bangladesh, December 2011

### "He was so weak and delicate"



**It's the nightmare parents can least bear to imagine: the death of a child. But in many countries this isn't a remote possibility, it's a daily reality. Your support can mean the difference between a mother's joy or heartbreak.**

Yameen, aged two, is being examined by a community volunteer in Bangladesh (right). His mother, Jostna, tells their story:

"When Yameen was about six months old he began to get thin. At 14 months, he started to develop scars and wounds around his mouth, and had diarrhoea."

Yameen was severely malnourished. When Save the Children's community health worker, called Ruksana, visited, she urged Jostna to take him to hospital.

"He was like a skeleton," says Jostna. "His ribs were sticking out and there were dips on the sides of his head. He was so weak and delicate. I thought he was going to die."

Yameen stayed in hospital for 12 days. When he came home, our health worker visited again and saw that Yameen was still malnourished.

Jostna says: "She gave me a bottle of syrup and special medicinal food. I tried to feed him but he was too weak to eat anything.

"I rubbed a little of the food in his gums. After a while, he licked his lips. He seemed to have tasted the food. Then I began to feed him, little by little.

"Gradually his condition improved. The health worker came and checked up on him every day.

"Thanks to Save the Children, my child is healthy. He is living and he can call me 'ma', and my soul is finally at peace."

We treat thousands of malnourished children around the world. But every year 400,000 children die because they can't get enough to eat.

We're aiming to treat 300,000 children suffering from malnutrition, and ensure 3 million more get nutritious food to eat.

[Donate now](#) to help make sure that no child is born to die.

<http://bornto.savethechildren.org.uk>

Feuille de route pour la tâche finale(EOI: Interaction orale. B1/ B1+)Compétences (descripteurs CECRL):

« Interaction orale générale »	-Peut communiquer avec une certaine assurance sur des sujets habituels ou non. -Peut exprimer sa pensée sur un sujet abstrait ou culturel.
« Conversation »	-Peut réagir à des sentiments tels que la joie, la surprise, la tristesse, la curiosité... et peut les exprimer. -Peut commenter brièvement le point de vue d'autrui. -Peut émettre ou solliciter un point de vue personnel ou une opinion.
« échanges d'information »	-Peut résumer, en donnant son opinion, un récit et répondre à d'éventuelles questions complémentaires de détail.
« interviewer et être interviewé »	-Peut conduire un entretien préparé, vérifier et confirmer les informations, bien qu'il soit nécessaire parfois de demander de répéter ou reformuler si l'interlocuteur est trop rapide.

**Mission: Make a video report for the BBC about a Charity.**

**You are a BBC reporter doing a report on homelessness (or any other charity) or a former homeless.**

**Play the interview to show the different steps of life of the homeless who was helped by a Charity.**

**Try to touch your audience. Be convincing!**

**(Use the intermediate work: show your logo, make a presentation of the charity and use your slogan.)**

**\*If you don't want to work on "homelessness", feel free to change the topic but you will have to work again on the logo, the slogan and the presentation of the charity.**

**Pour réussir ta mission vérifie que tu sais:****En compétence de communication:**

- Réagir à des sentiments tels que la surprise, la joie, la tristesse et tu peux les exprimer. Oui / Non
- Peux demander de répéter si la réponse de ton interlocuteur est trop rapide. Oui / Non
- Peux reformuler pour te faire comprendre. Oui / Non

**Grammaire :**

- Utiliser le présent et le passé Oui / Non
- La voix passive Oui / Non
- Les pronoms relatifs appropriés (*who, which/ that*) Oui / Non
- Le superlatif et le comparatif Oui / Non
- poser des questions et y répondre Oui / Non

**Lexique :**

- Réutiliser le vocabulaire relatif au thème « Charities » étudié en classe. Oui / Non
- Choisir ton champs lexical en fonction du sentiment que tu veux faire passer à ton auditeur. Oui / Non

**Phonologie :**

- Adapter le ton à ton sentiment. Oui / Non
- Prononcer clairement pour être compris et effacer au maximum ton accent étranger. Oui / Non
- Mettre l'intonation adéquate dans les questions. Oui / Non



Name: \_\_\_\_\_

Section euro 3°

**Fiche d'évaluation finale n°2**

CRITERES	sous critères	Évaluation professeur	auto-évaluation
Communication  /4	-Interview vivante, intéressante, animée et originale -Aisance, assurance, politesse (B1)  -Demander de répéter, clarifier ou développer (B1)	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1  0 / 0.5 / 1	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1  0 / 0.5 / 1
Langue (lexique et grammaire)  /8	-S'exprime dans une langue grammaticalement correcte malgré quelques erreurs. (B1) -Bonne maîtrise du vocabulaire malgré quelques erreurs. (B1) -Richesse du lexique (« <i>gamme assez étendue mais vocabulaire limité</i> ») (B1) -Richesse de la langue, prise de risque (« <i>gamme assez étendue</i> ») (B1)	0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2	0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2
Phonologie  /8	-Adapte son intonation (B1) -Fluidité des phrases (« <i>Relier les éléments pour enchaîner son discours</i> ») (B1) -Prononciation clairement intelligible (B1) -Fait en sorte que son accent français soit le moins perceptible possible en faisant attention aux /r/, /h/ et <th> (B1)	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2	0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2 0 / 0.5 / 1 / 1.5 / 2  0 / 0.5 / 1 / 1.5 / 2
Total		/20	/20