


Question raised: What's the daily life of some Indian children like?


Programme culturel – Rencontres avec d'autres cultures :

Découvrir les conditions de vie de certains enfants en Inde

Develop your  skills.



**YOUR FINAL TASK**  : After the success of the book and movie, editors want to publish another version of the story, seen through the eyes of Saroo's family members. You're his mum or sibling, write an account of the life-changing event as you experienced it at the time.

Je vais <b>apprendre /revoir</b> ....	...pour <b>être capable de</b> ...
du vocabulaire lié aux conditions de vie des enfants : logement, ville, travail...	 <p>... <b>relater un événement marquant, en adoptant le point de vue de l'un des membres de la famille de Saroo.</b></p> <p>Vous pourrez :</p> <ul style="list-style-type: none"> <li>➤ évoquer vos conditions de vie à l'époque</li> <li>➤ mentionner la vie quotidienne des enfants</li> <li>➤ décrire l'événement marquant</li> <li>➤ donner vos sentiments, regrets et souhaits</li> </ul>
du vocabulaire lié aux sentiments : peur et peine notamment	
des marqueurs chronologiques	
le prétérit $\emptyset$ et quelques verbes irréguliers	
le prétérit BE-ING	
à exprimer la volonté avec WANT	
à exprimer le regret	
à exprimer l'incapacité	



## DIGITAL RESOURCES



Stick QR codes here...



**Remédiation: exprimer l'incapacité**



**Remédiation : la volonté**



**Remédiation : Want la volonté**



**Quizlet : Vocabulaire**

## STEP 1: Get ready!

Complete with elements from the slide show



Guessing game: Find the name of a country

Clue 1: It was part of the BRITISH EMPIRE until 1947, when it became independent.



Clue 2: GANDHI was an independence leader who used methods of NON VIOLENT protest

Clue 3: It has the second largest population in the world with 1.38 BILLION INHABITANTS

Clue 4: It has many regional languages and two official languages = ENGLISH and HINDI

Clue 5: Its capital is... NEW DELHI



Clue 6: Its flag:

**Solution:**



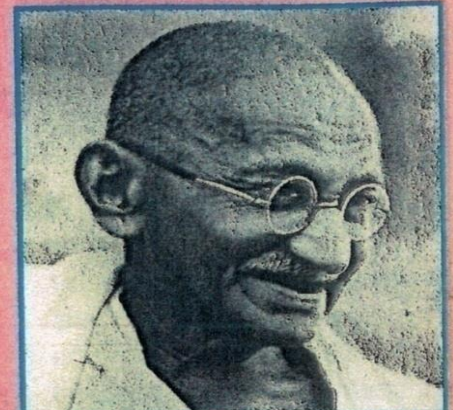
Capital: .....



# INDIA

India was part of the B..... E.....  
It became independent in 19\_\_

It has the s.....population in  
the world, with 1.38 ..... inhabitants

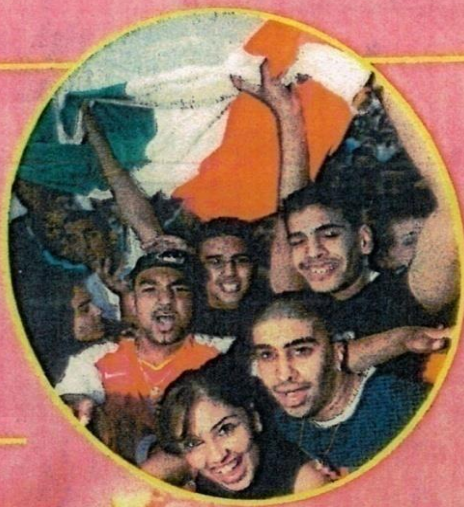


*"An eye for an eye  
makes the world blind"*

GANDHI was a leader  
in the independence  
movement.  
He used methods of  
n... v.....  
protest.

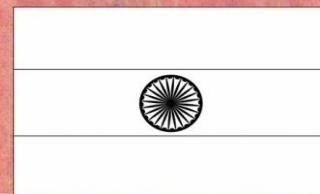
Two  
official  
languages:

.....  
and  
.....



Music and dance  
are important parts  
of Indian culture.

Colour the flag and match each  
colour to what it symbolizes



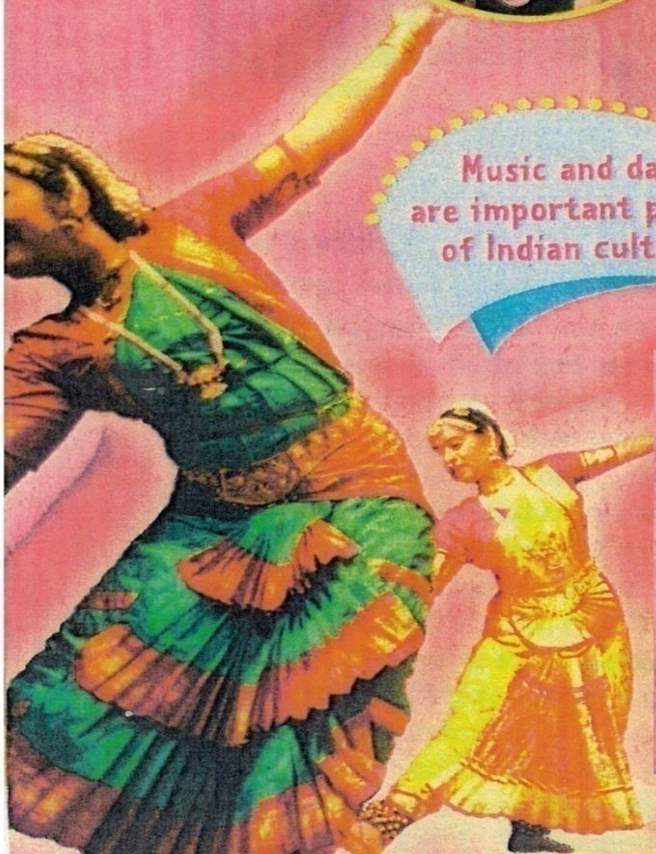
*faith and fertility*

*courage and sacrifice*

*truth, peace and unity*

*sky and ocean*

*Buddhist symbol*



## STEP 2: Child labour and Education

# CHILD LABOUR IN INDIA



According to a 2017 report by the International Labour Organization (ILO), the number of child labourers around the world fell from 246 million in 2000 to around 152 million in 2016.

However, millions of children continue to be exploited for cheap labour, especially in countries such as India.

### How many child labourers are there in India?

According to the ILO, there are around 12.9 million Indian children engaged in work between the ages of 7 to 17 years old.

When children are employed or doing unpaid work, they are less likely to go to school. Millions of Indian girls and boys are going to work every day in quarries and factories, or selling cigarettes on the street.

The majority of these children are between 12 and 17 years old and work up to 16 hours a day to help their families make ends meet.

But child labour in India can start even earlier with an estimated 10.1 million children between the ages of 5 and 14 years-old engaged in work.

### Where do child labourers in India work?

According to a study by the ILO, the majority of the world's child labour (around 71 percent) is done in the agriculture sector, including cotton plantations and rice fields.

Around 17 percent are employed as service staff, mainly as domestic workers or in restaurants, and another 12 percent of child labour is spread across jobs in the industry sector, including dangerous activities in mines.

Many child labourers in India are working for starvation wages in textile factories, helping with the processing of carpets, or doing back breaking work in brick making factories and quarries.

<https://www.soschildrensvillages.ca/news/child-labour-in-india-588>

Read the web article and give a synonym for: "labour" = ..... and "labourers" = .....

Pick out the following pieces of information:

- age group of Indian child labourers: .....
- places where children work: .....
- working hours: .....
- wages (=money) they get: .....

Conclude on the children's ability to go to school: .....

## STEP 2

Choose one document, observe/read it and write at least 4 sentences to describe children's daily lives / the difficulties they face / possible solutions

Share information and write today's recap:

## STEP 2

**Doc A - Observe the picture and write at least 4 sentences to describe the conditions in which these Indian children study at school.**



## STEP 2

**Doc B – Read the text and write at least two sentences to describe the organization's goals and actions.**



“Door Step Schools” was established in Mumbai, India in 1989 with the aim of addressing illiteracy. The school provides education to the children living in slums.

Many of these children are not enrolled in school and have limited access to books and a place to study. Additionally, many of these children are forced to drop out of school to work or care for younger children. They often suffer from very low learning levels.

At Door Step School, we are trying to bring education to the “Doorstep” of these underprivileged children.

**School On Wheels** has been the signature program of Door Step School.

The School on Wheels is a bus that is equipped with all classroom supplies including a computer, TV, DVD player and learning material to serve as mobile classroom.

The bus reaches out to children of certain locations where even a temporary classroom cannot be built.



<https://www.doorstepschool.org/>

## STEP 2

**Doc C – Read the text and write at least two sentences to describe the organization's goals and actions.**

05-30-14

# A Brilliantly Simple Design Transforms Old Boxes Into School Desks And Bags

Most schools in rural India can't afford basic supplies like desks, and most of the students attending them can't afford backpacks.

A Bombay-based organization came up with an ingenious solution to both problems: transform old cardboard boxes into a convertible desk and school bag.

“In the villages of India life is very difficult for children,” says Shobha Murthy, the organization's founder. “Kids have to carry their books in their arms, and it was an urgent need to find them a way to carry their books.” They also needed desks because students usually sat on the floor hunched over books for hours, but the organization couldn't afford to make two different products.

The result, *Help Desk*, folds quickly from one thing to the other; at the end of the day, a few simple moves turn the desk back into a bag to carry books home. The design ended up costing only about 20 cents to make since it's made from used cardboard.

The students are fans. "The children love the bags and take good care of them," says Murthy. "They are very lightweight and sit easily on the back."



<https://www.fastcompany.com/3031124/a-brilliantly-simple-design-transforms-old-boxes-into-school-desks-and-bags>

## **STEP 2 - Recap**

Enrichissement lexical + travail sur WANT (pour exprimer ce que les différentes associations de documents B/C ont voulu proposer) + travail sur l'incapacité (pour exprimer les difficultés des enfants)



### **Think about « WANT »**

Observe the following sentences: circle the verbs and link them up to their subjects.

- a.They wanted to give children access to school.
- b.They wanted to provide children with basic school supplies.
- c.They wanted them to have desks and school bags.

Conclude on the *infinitive structure*:

**PRACTISE!** Translate the following sentences

Ils voulaient aider les enfants.



Ils ne voulaient pas que les enfants étudient dans de mauvaises conditions.



Ils voulaient qu'ils aient des bureaux.





Ils voulaient qu'ils puissent porter leurs fournitures facilement.



More practice - online    Scan the code



Name:



**Practice task 1**    **You're** an Indian school teacher.

Write a message to an international organization to improve your pupils' studying conditions. You will:

- describe the situation of Indian children
- mention the initiatives taken by other organizations.
- ask for what you want, for your school and for your pupils

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Je m'entraîne à réutiliser...	Non observé	Utilisé, avec des erreurs fréquentes	Utilisé, le plus souvent de manière correcte
le vocabulaire lié au travail et aux conditions de vie des enfants			
les structures exprimant la capacité ou l'incapacité			
l'expression de la volonté avec WANT			

### STEP 3: Saroo's real story - Excerpts from *A Long Way Home*, Saroo Brierley, 2013.



#### Extract 1 :

Our neighbourhood was very poor, housing the many railway workers of our town. The streets were broken and unpaved, and some of the buildings were crumbling. (...) Most families lived in one or two rooms, like us, furnished in the most basic way with maybe a shelf, a low wooden bed and perhaps a tap. (...)

#### \*Reading STRATEGIES

1. Using word formation, give a synonym for "neighbourhood" (line 1): \_\_\_\_\_

2. Highlight words used to describe the neighbourhood.

Use the context to understand "crumbling" (line 2): \_\_\_\_\_

Underline the pieces of furniture in Saroo's home.

#### \*\*Reading QUESTIONS

Conclude: describe Saroo's neighbourhood and home with at least two adjectives: \_\_\_\_\_

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#### Extract 2 :

After my father left, my mother had to work to support us. Soon after Shekila's birth, she went off to work on building sites, carrying heavy rocks and stones on her head, in the hot sun, six days a week, from morning until dusk. And still she couldn't earn enough money to provide for herself and her four children. So when Guddu was about ten, he took a job washing dishes in a restaurant. Even with his earnings, we often went hungry.

#### \*Reading STRATEGIES

1. Highlight Names and underline words referring to family members.

2. Circle the two work places mentioned and match each of them to a family member.

3. Say who the words "he" and "his" (line 4) refer to: \_\_\_\_\_

4. Use the context to understand "earn" (line 3) and "earnings" (line 4): \_\_\_\_\_

#### \*\*Reading QUESTIONS

Draw Saroo's family tree.

Indicate what you know of each family member: name, present /absent, job...

Describe the jobs and conclude on the family's situation.



Extract 3 :

Harsh as it sounds, we were happy enough (...)

Often, first thing in the morning, I went and hung around the gates of the local school, watching the children entering in their uniforms. I stared through the gate; I wished I had been a pupil too. But we couldn't afford for me to go to school. I couldn't read or write, I spoke poorly and had trouble communicating. (...)

In the afternoon, kids came by after school and I was allowed to go off and play with them. But I didn't have any close friends - so whenever I could I hung out with my brothers.

When Kallu and Guddu were about fourteen and twelve, they spent very little time at home. Usually they stayed at a town a few stops down the train line, about an hour away. They told me that Ginestlay was no good, and they were going to "Berampur" (or something like that - I couldn't quite remember its name) where it was easier to find money and food.

**\*Reading STRATEGIES**

Use the context to understand the meaning of "hung" (lines 2 and 6): \_\_\_\_\_

Use word formation to understand "poorly" (line4): \_\_\_\_\_

Underline the proper nouns in paragraph 3 and say whether they are people or places

**\*\*Reading QUESTIONS**

Complete Saroo's family tree in "Extract 2".

Fill in the grid below with:

- time markers
- verbs that refer to Saroo's activities
- information about Saroo's skills.

Time of day	Saroo's activities	Saroo's skills

Conclude:



**Think about « WISH »**

Observe the following sentence, taken from the text: "I wished I had been a pupil"

Translate it:

Identify the tense in the subordinate clause: \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

Now practice! Translate:

Il regrettait de ne pas être assez grand pour travailler.

Il regrettait que sa mère travaille 6 jours par semaine.

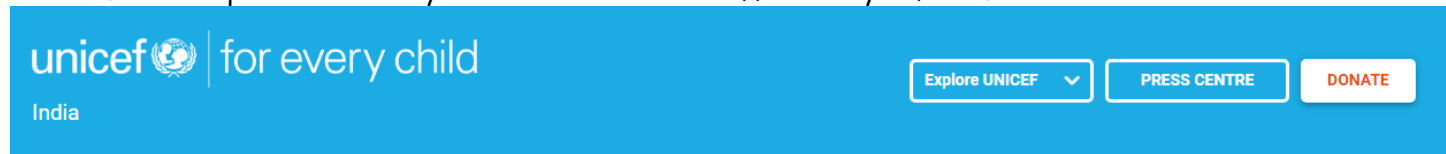
Name:



**Practice task 2**

**You're Saroo.** You're a grown-up (= adult) now.

The UNICEF is publishing testimonies from Indian children, to underscore the progress made in the last few decades. Write a post to narrate your childhood and the difficulties you faced.



UNICEF Education Programme. **Education**. UNICEF is committed to ensuring all children in India have access to inclusive and equitable quality education.

A post by Saroo B.

When I was a child in the 80s in India, \_\_\_\_\_

Multiple horizontal lines for writing the post.

Je m'entraine à réutiliser...	Non observé	Utilisé, avec des erreurs fréquentes / assez varié	Utilisé, le plus souvent de manière correcte / très varié
le vocabulaire lié au travail et aux conditions de vie des enfants			
les structures exprimant la capacité ou l'incapacité			
l'expression de la volonté avec WANT			
l'expression du regret			



**Extract 4 :**

That night, the four of us ate together: my mother, Guddu, Shekila and me. After an hour or so, my mother went out, perhaps to find some more food, and Guddu announced he was going back to Berampur. (...) I jumped up and said, 'I'm coming with you!' (...) He thought about it for a moment and then agreed. I was thrilled.

Soon, I was laughing as Guddu sped through the quiet streets to the train station (...)

I was already feeling sleepy by the time the train pulled in and we had scuttled aboard. I rested my head on Guddu's shoulder as the train left the station. (...) By the time we got off at Berampur, I was so exhausted I slumped onto a wooden bench on the platform.

'I need a rest. I'm too tired to go on.'

'That's fine', Guddu said, 'Just stay here and don't move.'

When I woke up, it was very quiet and the station was deserted. (...) I looked around for Guddu but couldn't see him anywhere. There was a train at the platform where we'd got off, with its carriage door open (...) I was scared to find myself alone at night and still half-asleep. I looked into the carriage. (...) There was plenty of room to stretch out. In a few moments, I was sleeping peacefully again. (...)

When I awoke, it was broad daylight (...) the train was moving.

I kept running up and down, yelling my brother's name, begging him to come and get me. I called for my mother, and my brother Kallu too, but all in vain. No one answered and the train didn't stop.

I was trapped.

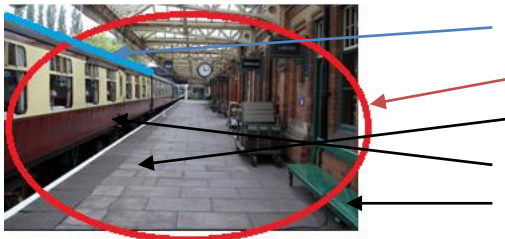
**\*Reading STRATEGIES**

**Paragraph 1**

Use the context to understand the meaning of "agreed" and "thrilled": \_\_\_\_\_

**Paragraphs 2 and 3**

Use the underlined words to name each element below.



Use the context to understand the meaning of "exhausted", "slumped": \_\_\_\_\_

Use word formation to understand "peacefully": \_\_\_\_\_

**Paragraph 4**

Use word formation to understand "daylight": \_\_\_\_\_

Use the context to understand the meaning of "trapped": \_\_\_\_\_

**\*\*Reading QUESTIONS**

Fill in the first 3 lines of the grid with information from the text. Conclude in the fourth line.

Places	1	2	3	4

People present				
Approximate time of day				
Saroo's feelings				



## THINK ABOUT TENSES !

Observe these examples from Excerpt 4. Underline the verbs and identify the tenses used.

"I was laughing as Guddu sped through the quiet streets"

"When I awoke (...) the train was moving."

Remember Project 2 and match each tense to its value:

preterit simple / Ø	●	● actions passées
preterit BE-ING	●	● actions de second plan / description
		● souvent l'équivalent de l'imparfait français
		● actions de premier plan
		● souvent l'équivalent du passé composé français
		● souvent l'équivalent du passé simple français
		● actions « longues » ou « en train de » se produire dans la passé, souvent interrompues par une action brève



### Practise !

1. Practise forming those tenses:

Conjugate the following verbs - in the indicated tense and form (+, -, ?)

Saroo / walk to the station	preterit Ø / -	⇒
Saroo and Guddu / enter the train	preterit Ø / +	⇒
They / go to Berampur	preterit Ø / ?	⇒

Shekila / sleep	preterit Be-ing / +	⇒
They / chat	preterit Be-ing / -	⇒
Their mother / work	preterit Be-ing / ?	⇒

2. Practise choosing the appropriate tense:

While their mum \_\_\_\_\_ (work), Saroo and Guddu \_\_\_\_\_ (leave) the house. They \_\_\_\_\_ (take / -) Shekila with them because she \_\_\_\_\_ (sleep). When they \_\_\_\_\_ (arrive) at the station,





THINK ABOUT THE STRATEGIES:

Pour comprendre un texte, je peux:

- m'appuyer sur les mots transparents et les mots connus
- repérer les noms propres (personnes, lieux) et les dates
- utiliser la formation des mots

⇒ pour les mots dérivés, il est intéressant de connaître le sens des principaux préfixes et suffixes. Te rappelles-tu de ....



-ly : permet de former les ....., comme dans .....

-hood : permet de former les ....., comme dans .....

-ful : signifie « ..... » et permet de former les ....., comme dans .....

-less : signifie « ..... » et permet de former les ....., comme dans .....


un- : a un sens ....., comme dans .....

⇒ pour les mots composés, ou bien les groupes nominaux longs, souviens-toi que le plus important est toujours .....

- utiliser le contexte



## EVALUATION DE LA COMPREHENSION ECRITE - 4eme

NAME :		Project n°5 Indian Children				
 <span style="font-weight: bold; color: red; font-size: 1.2em;">EVALUATION DE LA COMPREHENSION ECRITE - 4eme</span>						
Niveau visé : A2+				Niveau atteint :		
Niveau de maitrise en CE						
	Maîtrise insuffisante	Début de maîtrise	Maîtrise fragile	Presque Maîtrisé	Maîtrise satisfaisante	Maîtrise très satisfaisante
	NIVEAU pre-A1 8-9	NIVEAU A1 10-11	NIVEAU A1+ 12-13	NIVEAU A2 14-15	NIVEAU A2 16-17	NIVEAU A2+ 18-20
COMPREHENSION	Peut comprendre des mots familiers, notamment accompagnés d'images.	Peut comprendre des textes très courts et très simples, phrase par phrase, en relevant des noms, des mots familiers et des expressions très élémentaires ;		Peut comprendre des textes courts et simples contenant un vocabulaire extrêmement fréquent		Peut comprendre de courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne
Acquisition des stratégies	Je peux m'appuyer sur le connu pour comprendre le sens général d'un texte. A ECA NEA Je peux utiliser les stratégies de formation des mots pour en déduire le sens A ECA NEA Je peux utiliser le contexte pour approcher le sens de mots inconnus. A ECA NEA					

### Texte utilisé:



#### Extract 5:

I sat and gazed out the window, trying not to think about anything except the world sliding by outside.

Finally the train slowed, and I knew it must be approaching another station. (...) suddenly someone opened one of the doors to my carriage (...) I leapt onto the platform.

At last I was free.

I was barefoot, in a grimy pair of black shorts and a white, short-sleeved shirt missing several buttons - truly with nothing but the clothes I was wearing. I had no money, no food and no identification of any sort.

I quickly realized I couldn't understand what anyone was saying. I had grown up in a state where most people speak Hindi; now I was in a city where people spoke mainly Bengali, and almost nobody seemed to speak my language. (...) One or two people stopped to listen to me, and all I could say to them was something like 'Train, Ginestlay?' Most just shook their heads and walked on. One man replied 'But "Ginestlay" is where?' I didn't know what he meant - it was just ... *home*. I was homeless, and hopeless.

(...)

The woman who fetched me was called Mrs Sood, and she took me to an orphanage called Nava Jeevan, which is Hindi for 'New Life'.

It wasn't long before Mrs Sood told me that, despite their efforts, they hadn't managed to find my home or my family and there was nothing more they could do.

Four weeks after I'd first come to Nava Jeevan, Mrs Sood told me she'd found a mother and father who wanted to take me into their home. They lived in another country - Australia.