

## LESSON 5

# Child Labor: A Global Issue

Before You Read



Children all over the world do all sorts of work. Some children have to do work that is not suitable for them and they often do not like it. We call this kind of work child labor. This lesson gives you information about this global issue and actions taken by some organizations to stop it.

*Answer the following questions.*

1. Do you think children have rights? If so, what kind?
2. Should children be allowed to work? Why?/Why not?
3. What kind of things do child laborers have to do?
4. Is child labor a global concern? Who do you think is responsible to stop it?
5. What is the International Labor Organization (ILO)?
6. Is it possible to end child labor in the world? How?

*Now ask your partner the same questions.*





## Child Labor: A Global Issue\*

**1** Child labor means when young people, under 15, but sometimes as young as 5 or 6, are forced to work because their parents cannot work or do not make enough money at their jobs to support their family. There are two kinds of work that children do, and only one of them is child labor.

**2** Child Labor is:

- work that is done all day by children
- work that stops children from going to school
- work that is dangerous and may hurt children physically, emotionally, or mentally such as mining, making bricks, carpets, glass, ceramics, etc.

**3** The other kind of work that children do is just helping out the family or earning money for outside-of-school activities. While this work may be really boring, it is not child labor.

**4** Child labor is not:

- work done around the house before or after school
- work for an organization or a company during the summer or over a **vacation** to learn about a specific kind of work
- work you do when you are learning about something and doing it at the same time. For example, electricians often have **apprentices** learn the job while helping out around the shop.
- work done to help out at a family farm or business as long as it does not keep you from going to school or doing your homework
- work done after school or on weekends to earn extra money

**5** Most child laborers around the world are busy doing **extreme** forms of work that are dangerous for their health. They are also being robbed of their **rights**, including not only the right to develop to the highest level through education, but also the right to a childhood. They often work as many as 12 hours a day, (sometimes more), work under dangerous conditions such as factories with harmful smokes in the air, handle dangerous materials, and use

**issue:**

an important subject

**vacation:**

holiday

**apprentice:**

a person who is learning a job

**extreme:**

most serious or unusual

**right:**

sth that the law allows you to do

\* adapted from: <http://us.ilo.org/ilokidsnew/whatis.html>

tools and machines which are not designed for them.

**6** Child labor is more common in developing countries, but it also exists in **industrialized** nations. While child labor mostly exists in South and Southeast Asia, South America, and Africa, it is also a growing concern in Eastern Europe where countries are changing economically. The International Labor Organization (ILO\*) has estimated that about 250 million children, between the ages of five and fourteen, work in developing countries—at least 120 million on a full time basis. Sixty-one percent of these are in Asia, 32 percent in Africa, and 7 percent in Latin America. Most working children in **rural** areas are found in **agriculture**; urban children work in **trade** and services, with fewer in **manufacturing**, **construction**, and **domestic** services.

**7** Child labor is both a result and a cause of **poverty**. In most cases, poor families send their young children to work because their income is important for the family. On the other hand, since these children are usually **prevented** from going to school, and they are not able to do any other kind of work, they will have a poor life in future.

**8** Children work for many reasons, including the pressure of poverty, adult unemployment, and **irrelevant** education systems that **fail** to guarantee jobs or prepare children for self-employment. Employers may hire children since they can pay them less. Children are also easier to discipline, more **willing** to work and often unable to form **unions** to protect themselves.

**9** There is no simple way to stop child labor. But this is no reason for inaction. Luckily, people are becoming aware of the serious social, economic, and developmental effects of child labor. They are becoming more and more aware of the fact that child labor is harmful to their sense of importance, health, and education. In the past few years, several countries with the help of international organizations such as ILO and UNICEF\* have made national plans and programs to stop child labor. All such programs follow four strategies to control it:

- providing free and good education
- making better laws and making sure that people follow them
- **removing** children from work and creating better conditions for them
- encouraging **social movements** against child labor

\* (International Labor Organization) an organization within the United Nations concerned with employment and working conditions

\* (United Nations International Children’s Emergency Fund) an organization within the United Nations that helps to look after the health and education of children all over the world

**industrialized:**

having a lot of industries

**rural:**

relating to the countryside

**agriculture:**

the science or practice of farming

**trade:**

the buying and selling of goods and services

**manufacturing:**

production

**construction:**

building

**domestic:**

of home

**poverty:**

the state of being poor

**prevent:**

stop

**irrelevant:**

not related to sth

**fail:**

not be successful

**willing:**

wanting to do sth

**union:**

an organization for people who do a special job

**remove:**

make someone stop doing a job

**social**

**movement:**

change in the way people think or behave

# After You Read

## **A** Comprehension Check

**1** Check your understanding. Are these statements True (T) or False (F)?  
If they are not mentioned in the text, write (N).

- ..... 1. Child labor can not be found in developed countries.
- ..... 2. Child labor increases poverty.
- ..... 3. Child laborers in urban areas can make more money.
- ..... 4. Irrelevant education may cause unemployment.
- ..... 5. Child labor is not a human rights problem.

*Compare your answers with a partner's.*

**2** A) According to ILO, where do we find the most number of working children?  
Choose one.

- a) Africa
- b) Latin America
- c) Asia
- d) Eastern Europe

B) Somewhere in paragraph 9, the writer expresses hope for finding ways to stop child labor. Copy down the sentence here.

.....  
.....

C) What does the last sentence in paragraph 8 show? Complete the following.  
It shows why .....

.....

*Compare your answers with a partner's.*

**3** Discuss the following questions in class.

- 1. Do we have child labor problems in Iran? Give examples.
- 2. What dangers do working children face?
- 3. What can governments do to end child labor?

## **Sentence Functions**

*Look at the following sentences from the text.*

- In the past few years, several countries with the help of international organizations **such as** ILO and UNICEF have made national plans and programs to stop child labor.
- Child labor is work that is dangerous and may hurt children physically, emotionally, or mentally **such as** mining, making bricks, carpets, glass, ceramics, etc.

**Now find examples for the following topics in the text.**

1. Jobs which are not child labor

.....

2. Dangerous working conditions

.....

3. Reasons for child labor

.....

*Compare your answers with a partner's.*

## **Reading Skills**

بی بردن به موضوع اصلی هریک از پاراگراف ها به منظور درک ساختار متن از مهارت های مؤثر در خواندن است. تمرین زیر برای تقویت این مهارت ارائه می گردد.

**1** Write the number of the paragraph in the text for each of the following main ideas.

1. examples of child labor .....
2. introducing child labor .....
3. the relationship between child labor and poverty .....
4. possible answers to the problem of child labor .....
5. examples of places where child labor exists .....
6. what child labor is .....
7. why children are made to work .....
8. what child labor is not .....

*Compare your answers with a partner's.*

از این درس به بعد شما می‌توانید با مراجعه به روش‌های معرفی‌شده در دروس قبلی معنی کلمه‌های ناآشنا در متن را حدس بزنید.

**2** What do the following words from the text mean?

Word	Paragraph	Meaning
handle	5	
economically	6	
estimate	6	
hire	8	
discipline	8	
strategy	9	

*Compare your answers with a partner's.*

**Vocabulary Review**

Fill in the blanks with one of the words from the list below. There is one extra word.

education      discipline      specific      poverty  
 common      handle      prevent      willing      emotional

1. A leg injury may ..... John from playing in tomorrow's game.
2. Are you ..... to help me wash the car tomorrow morning?
3. He lost all his money and died in .....
4. Be careful when you ..... the bottles of acid.
5. It's very ..... for people to get colds in winter.
6. The movie made her very ..... and she started to cry.
7. My parents spent a lot of money on my .....
8. The teacher gave the class ..... instructions on how to do the exercise.

*Compare your answers with a partner's.*

## Focus on Grammar

### Expressing Contrast

Read the following sentences carefully.

1. Some people prefer to work for the government **while** others like to be self-employed.
2. **While** this work may be really boring, it is not child labor.
3. Tom comes from a rich family **whereas** Bill has to work hard in a factory.
4. **Whereas** rural children usually work in agriculture, some children in urban areas work in trade and services.

Now answer the following questions.

1. What do *while* and *whereas* in the above sentences mean?
2. What kind of meaning relationship do *while* and *whereas* establish between the sentences?

## Grammar Practice



Rewrite the following sentences using *while* or *whereas*.

1. Some scientists think the world is getting warmer, but others disagree.  
.....
2. Ali likes classical music; however, his brother enjoys pop music.  
.....
3. Some people think a lot about their health, but others do not.  
.....
4. Farid is a very quiet boy; however, his brother is very talkative.  
.....
5. Tabriz has a cold climate, but Abadan is very warm.  
.....
6. Mrs. Rahimi is very concerned about poor children, but her husband doesn't care about them.  
.....

Compare your answers with a partner's.



**2** Sima and Leila are two close friends. However, there are some differences between them. Make sentences about Sima and Leila by joining an idea in A with the most suitable idea in B using *while* or *whereas*.

**A**

1. Sima likes hard work.
2. Sima plays indoor sports.
3. Sima reads a lot of books.
4. Sima gets up very early.
5. Sima wants to go to university.

**B**

- a. Leila gets out of bed rather late.
- b. Leila is not interested in higher education.
- c. Leila watches TV a lot.
- d. Leila is a bit lazy.
- e. Leila likes outdoor sports.

1. Sima likes hard work while Leila is a bit lazy.
2. ....
3. ....
4. ....
5. ....

*Compare your answers with a partner's.*

**3** Complete the following with appropriate words or phrases of your own to show contrast.

1. While Peter works very hard, his brother .....
2. Some people send their children to work while others .....
3. Most factories provide good working conditions for their workers whereas others .....
4. While the police try to stop those who make children work, .....
5. While work done around the house is not child labor, .....

*Compare your answers with a partner's.*

**Grammar Digest**

*While* and *whereas* are conjunctions which show contrast.

- **While** Jack is a clever student, his brother is lazy.
- Some people like team sports **whereas** others prefer individual sports.