



YOUNG WORKERS: Child Labour

1) **Warming up** : Watch the video and say what it is about.



Identify the following elements:

- ❖ The type of the document: -a commercial (tv ad) - a movie trailer. - **a TV spot.**
- ❖ The source of the document: **World Vision Canada, an anti-child slavery organisation.**
- ❖ The goal/ aim of the document: **It speak about child labour and child slavery.**
- ❖ The message conveyed (transmis/ véhiculé) in the document:

The document is a **TV spot done by World vision, a charity. (TV commercial is spot but it aims at making people buy products).**

It shows two little girls. The 1st one **stands for western developed countries' children**, while the 2nd represents **Asian children**. The two girls **are bonded** by the blanket. Yet, it doesn't have the same value for both. For the **western girl, the blanket is synonymous with joy**. However, for the **Asian girl, the same blanket is synonymous with labour and misery.**

The document **portrays two types of childhood, one is happier than the other. Some children are working for other children's happiness.**

The spot **denounces the work of children and raises awareness about what we should or shouldn't buy.**

2) **Read and try to understand**: Learn more about the subject. Read the document then do activities:



YOUNG WORKERS: Child Labour

1. What is child labor?

What is Child Labor?

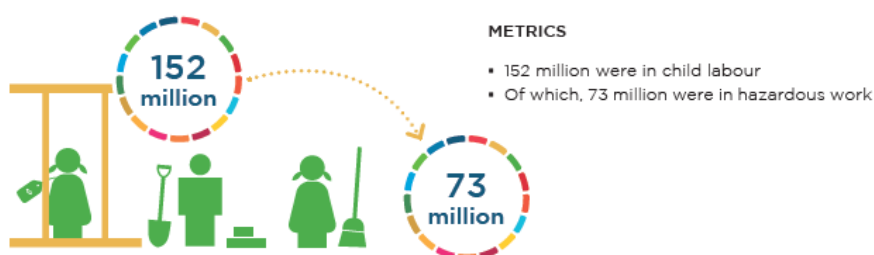
Child labor is **work that harms children or keeps them from attending school**. Around the world and in the U. S., growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. The International Labor Organization estimates that 215 million children between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative. Underage children work at all sorts of jobs around the world, usually because they and their families are extremely poor. Large numbers of children work in commercial agriculture, fishing, manufacturing, mining, and domestic service. Some children work in illicit activities like the drug trade and prostitution or other traumatic activities such as serving as soldiers.

Source: Child Labor Publication Education Project, Child Labor Research Initiative, University of Iowa Labor Center, University of Iowa Human Rights. <https://urlz.fr/cScY>

- Read the paragraph and underline words related child labour.
- Put these words in the fitting box:

Motivations of the working children	their work conditions
Extreme poverty. They are forced to because of the growing gap between the rich and the poor. To earn some money To Help their parents To Attend school	Illegal/ illicit Tormented Exploitative Hazardous/ dangerous Traumatic Harmful Underage/ very young

2. Read the graphs: (Source: [International Labor Office \(ILO\), results and trends 2012-2016](#))



REGIONAL PREVALENCE OF CHILD LABOUR

■ Africa	19.6%
■ Americas	5.3%
■ Arab States	2.9%
■ Asia and the Pacific	7.4%
■ Europe and Central Asia	4.1%





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OF THE 152 MILLION CHILDREN IN CHILD LABOUR

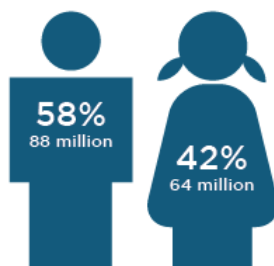
AGE PROFILE

48%
5-11 years-olds

28%
12-14 years-olds

24%
15-17 years-olds

GENDER



ECONOMIC ACTIVITY

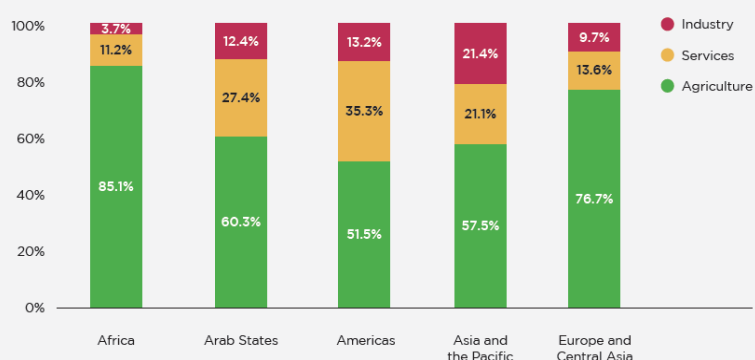
70.9%
Agriculture

11.9%
Industry

17.2%
Services

Sectoral composition of child labour by region

Percentage distribution of children in child labour by sector employment, 5-17 years age group, 2016, by region



❖ What do these graphs explain?

The graphs show statistics (trends and results) of child labour around the world according a study conducted (done) by International Labor Office. They date back to 2016. they provide (give) information about the number child labourers by gender, age and activity sectors.

❖ **Recap:** Use the graphs' data and fill in the chart with the fitting information:

Numbers of labourers	The profile of the labourers	Actions/ fields of work	Regions
153 million labourers. 73 million labourers work in hazardous	88 million boys vs 64 million girls. 73 million (48%) are aged from 5 to 11. 43 million (28%) from 12 to 14. 37 million (24%) from 15 to 17.	70.9% (109 million) work in agriculture. 17.2% (26 million) work in services. 11.9 (18 million) work in industry.	All around the world. 1- Africa: 30 million. 2- Asia and the Pacific: 11 million 3- Americas: 8 m. 4- Europe and Central Asia: 6m 5- Arab States: 5 m.

❖ What do you conclude?

A total of 152 million children – 64 million girls and 88 million boys – are in child labour globally. Nearly half of all those in child labour – 73 million children – are in hazardous work that directly endangers their health and safety. Boys are more concerned than girls. Children aged 5 to 11 years form the largest share.

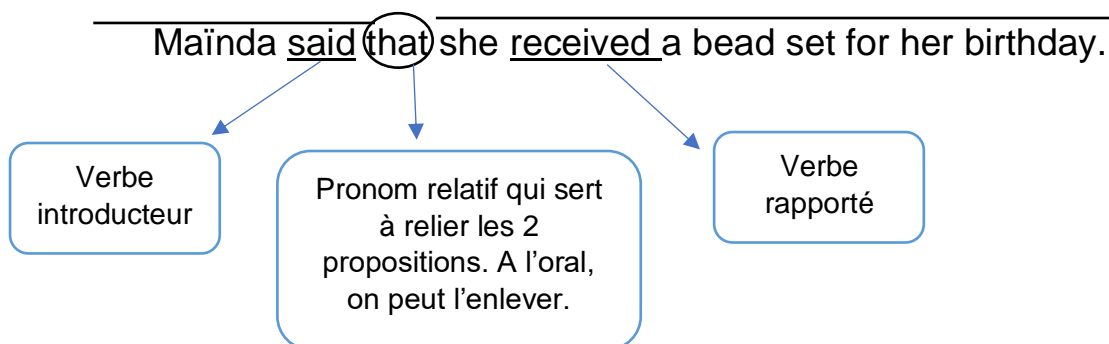


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Child labour is spread worldwide mainly in poor countries and countries with political and military conflicts (Africa). The agricultural sector accounts for by far the largest share of child labour compared to other sectors.

3. Sentence construction: Reported Speech

- Lire les phrases suivantes. Souligner les verbes. Et comparer entre les 2 types de phrases
 - a. Maïnda said: "I received a bead set for her birthday."
 - b. Maïnda said that she received a bead set for her birthday.
 - c. She affirmed: " the PwC foundation has been my sponsor for many years."
 - d. She affirmed that the PwC foundation had been her sponsor.
 - e. Investigators declare: " millions of children work in hazardous conditions across the world."
 - f. Investigators declare that millions of children work in hazardous conditions across the world.
 - g. Most of the labourers assert: "we are underpaid and sometimes unpaid at all".
 - h. Most of the labourers assert that they are underpaid and sometimes unpaid at all.
- Les phrases où le sujet nous donne l'information directement sont : **a, c, e, g**. Ces phrases sont exprimées au discours **direct**.
 - Les phrases où l'information est rapportée (par une tierce personne) sont : **b, d, f, h**. Ces phrases sont exprimées au discours **indirect**.
 - Observer bien les verbes soulignés :



- Les verbes introductifs les plus fréquents en anglais :

say	dire	report	rapporter	admit	admettre, accepter		
tell	dire (à quelqu'un)	point out	signaler, faire remarquer	add	ajouter		
explain	expliquer	suggest	proposer, inviter à	propose	proposer	insist	insister
mention	mentionner, faire allusion	declare	déclarer	exclaim	s'écrier, s'exclamer	promise	promettre



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- **Changement le temps de conjugaison au discours indirect** : Il y'a deux cas. (Complète le vide et entoure la bonne réponse selon toi)
 - Observe les phrases **e, f, g, h**. Le verbe introductif au discours direct est au **présent simple**. Le verbe rapporté au discours indirect : **-change -ne change pas.**
 - Observe les phrases **a, b, c, d**. Le verbe introductif au discours direct est au **...prétérit**. Le verbe rapporté au discours indirect de la phrase « **b** » **-change -ne change pas** parce qu'il est conjugué au **prétérit**, mais il **-change -ne change pas** dans la phrase « **d** » parce qu'il conjugué au **Present Perfect**.
- **Recap:**
 - Si le verbe introductif est au **présent simple**, le verbe rapporté ne change pas de temps.
 - Si le verbe introductif est au **prétérit**, le verbe rapporté change selon les indications suivantes :

Temps au discours direct	Exemple	Temps au discours indirect	Exemple
Présent simple	She said : "I like jewels".	Prétérit	She said (that) she liked jewels.
Présent progressif (Present continuous).	He told her: "I am woking in London".	Prétérit progressive (past continuous)	He told her (that) he was working in London.
Prétérit	She explained: "I did my own busines. s"	Prétérit ou Past perfect (had+ participe passé)	She explained (that) she did her own business. She explained (that) she had done her own business.
Present perfect	She reported "I haven't seen Julie".	Past perfect (had+ participe passé)	She reported (that) she hadn't seen Julie.
Futur	He said : "I will see you later".	Conditionnel (Would + base verbale	He said (that) he would see me later.

- Les mots et les expressions de temps qui donnent **des indications sur le temps** (demain, l'année prochaine) et **sur le lieu** (ici) changent au discours indirect.

now	then	"Leave now" -> He told me I should leave then
today	that day	"I missed you today" -> She told me I had missed her that day
tomorrow	the next day, the following day	"I'm going to the swimming pool tomorrow" -> she said that she was going to the swimming pool the following day
yesterday	the day before, the previous day	"They left London yesterday" -> they said they had left London the day before



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next week, next month	the following week, month	“Come and see our new house next week” -> They said we could come and see their new house the following week”
last week, last month	the previous week, the previous month	“You should have done it last week” -> He told me that I should have done it the previous week
here	there	“I’m living here” -> He told me that he was living there

Exercices : Cliquez ce lien pour t’entraîner.

<https://www.perfect-english-grammar.com/reported-speech-exercises.html>

Pour plus d’explication : Cliquez sur le lien : https://www.youtube.com/watch?v=izOc_I5WMyY