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## Child labour

### Урок с использованием видеоматериалов

**Цели урока:**

1. Развивать навыки аудирования / понимания неадаптированного видеоматериала.
2. Развивать навыки коммуникативной компетенции в диалогической речи и чтении.
3. Активизировать употребление лексики по теме, расширять словарный запас.
4. Развивать навыки личного письма в формате ЕГЭ.

**Оборудование:** проектор, индивидуальные распечатки

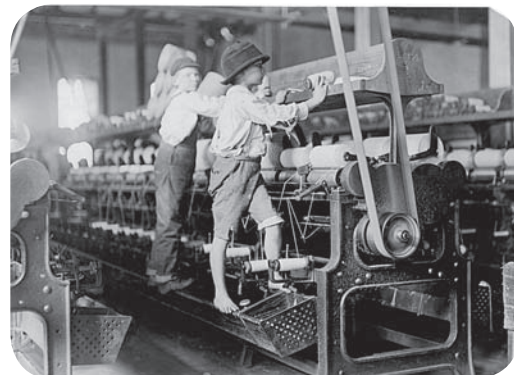
#### 1. Организационная беседа

**Учитель:** Good morning, pupils. Sit down, please. I hope you are fine today and ready to work hard at the lesson. Today we are going to have an unusual lesson. We are going to discuss the problems which we fortunately don't have in our country and you hardly know that many other countries, especially the developing ones, face this problem even nowadays. Now try to guess what we are going to speak about.

#### 2. Введение в тему урока

*На проектор выводятся картинки. Учитель организует беседу с помощью наводящих вопросов:*

**Учитель:** Who can you see in the pictures? Are they adults or children? Say where they are and what jobs they are doing.  
 Do the pictures show us life at present or in the past? Why aren't these young children at school? So what is our today's topic?



*Дети постепенно догадываются о теме урока.*

## Работа с текстом / аудиоматериалом

### 3. Введение новой лексики

chimney sweep, orphan, cotton factory, cotton thread, to fix, truck, coal, tunnel, cruel, adult

Введение лексики осуществляется с помощью синонимов, определений.

A person who cleans chimneys (chimney sweep)

A child who doesn't have parents (orphan)

A place where cotton is used (cotton factory)

A long thin string of cotton (cotton thread)

To repair (to fix)

A hard black material used as fuel (coal)

Mean and hurtful (cruel)

### 4. Аудирование с выборочным пониманием (аудиозапись текста<sup>1</sup>, который в следующем задании будет предложен для чтения)

**Учитель:** Now we are going to listen to the text about child labourers of the past. Listen and complete the table.

Century			
Age			
Jobs the children did	1)	2)	3)

### 5. Чтение (поисковое и изучающее)

**Учитель:** We are going to read the text which you have just heard and now your aim is to find information about:

- The reason they had to work
- The reason why the chimney sweeps were children, not adults
- The work they did in cotton factories / in mines
- Masters' attitude towards children

**Учитель:** Read again and complete the sentences:

- Children's work in cotton factories was \_\_\_\_\_ and they \_\_\_\_\_ usually became chimney sweeps.
- Children in mines pushed \_\_\_\_\_.
- Masters made children work \_\_\_\_\_ and they often were \_\_\_\_\_.

In Victorian times people used to employ young children in factories and mines and as chimney sweeps. Child labour played an important role in the Industrial Revolution.

The children of the poor were expected to help towards the family budget, often working long hours in dangerous jobs for low pay.

Many children worked as chimney sweeps because they were thinner and smaller than adults. They also worked in cotton factories. Sometimes they had to fix the machines if the cotton threads broke.

Some children worked in coal mines. Their work was to collect the coal and take it to the surface through the tunnels. Their masters were often cruel. Children worked long hours but earned only little money. They were often hungry because masters didn't give them enough food to eat. A lot of children had health problems and accidents.

<sup>1</sup> Аудиофайл доступен для скачивания на сайте [www.englishteachers.ru](http://www.englishteachers.ru) в разделе «Журнал „Английский язык в школе“» № 4(48).

**6. Выполнение коммуникативных послетекстовых заданий. Развитие умений диалогической речи с опорой на план.**

**Учитель:** Now you are going to work in pairs. Imagine that one of you is a poor child who has to work, and the other one is a journalist who asks questions about your life. Act out a dialogue according to the plan:

- Age
- Job
- Working conditions
- Master's attitude
- Wages

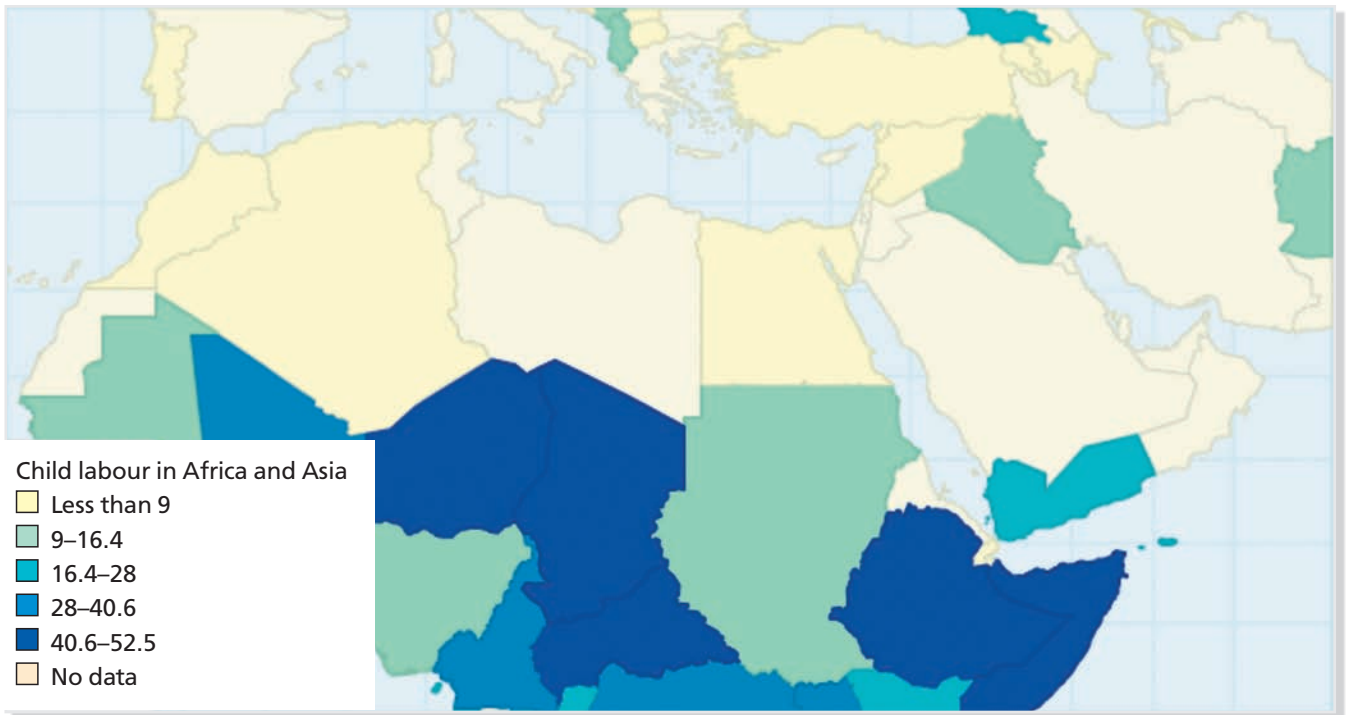
**Работа с видеоматериалом**

**7. Вводная беседа. Работа с картой**

**Учитель:** We have just read and discussed the text about child labour in the past. And what about children nowadays? Do all of them have a chance to go to school?

Look at the map and find:

- a) the countries where child labour is widely used.
- b) the countries where it isn't used at all.



**8. Лексические упражнения**

Match the pictures to the words:



digging, fee, protective equipment, copper, handful of food, child labour

## 9. Просмотр репортажа BBC о детском труде в Африке.

- a) Clip 1 ([http://youtu.be/fP\\_raW23QzU](http://youtu.be/fP_raW23QzU)). Watch the TV programme dedicated to the problem of child labour and answer the questions:

Which country is the report about? Where do they work? Why don't they go to school?

- b) Clip 2 ([http://youtu.be/rI\\_Li9sVcPo](http://youtu.be/rI_Li9sVcPo)). Watch the first part and fill in the numbers:

Number of child labourers around the world	
Child labourers under 14	
Child labourers in Africa	
Number of children who work in copper mine shown in the report	
Their age	
Money they earn a day	

- c) Clip 3 (<http://youtu.be/9kXEJ1A5GGI>). Watch and mark the sentences as true, false or doesn't say. If the sentence is false, correct it.

Their day starts at 9 a.m.

Child labour is unofficial and badly organized in Congo.

The boys' first job is sifting away the dirt from pieces of copper.

He has been to school once and he doesn't want to go there.

He regrets that he earns little money.

He wants to be like grown-ups and earn a lot of money.

People in Congo have to pay for education.

- d) Clip 4 (<http://youtu.be/bMFfgyjkO40>). Listen and fill in the gaps with missing words:

In the cold light of \_\_\_\_\_ with few comforts and empty \_\_\_\_\_ it's time for the young to \_\_\_\_\_ another day. "I'd like to be like children in \_\_\_\_\_," he says. "They go to school, I saw them on TV. But my father can't pay my school \_\_\_\_\_. That's why my life is so \_\_\_\_\_." The older ones get \_\_\_\_\_ more, so many of the organizers here prefer to \_\_\_\_\_ a child.

- e) Clip 5 ([http://youtu.be/j3D\\_N2rIMQM](http://youtu.be/j3D_N2rIMQM)). Watch and answer the questions:

How do children work? Which protective equipment do they use?

Where does the money earned by children go to?

What are the boys searching for in the dirt?

What do they get after the day of work?

How many hours do they work a day?

## 10. Заключительная часть урока. Письмо.

**Учитель:** Look at the picture and imagine that you are one of these boys who works hard in the mine. Write a letter to your friend and tell him about your life.

Don't forget to mention:

- type of work
- difficulties
- working hours
- wages
- master's attitude

Dear \_\_\_\_\_

*Thanks for your last letter, I was very glad to receive it. I'm sorry I couldn't reply straightaway because we ran out of candles and had no money to buy them.*

*You are asking about my life. Well, let me tell you how I live.*

*I work \_\_\_\_\_*

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*Well, I'm happy to hear you've finally fulfilled your dream — you bought a new pair of shoes!*

\_\_\_\_\_ ? \_\_\_\_\_ ?

\_\_\_\_\_ ?

*Oh, I have to go now. Mum wants me to feed the chickens.  
Hope to hear from you soon,*

\_\_\_\_\_

*Использованные источники:*

1. Видеоматериалы BBC с сайта youtube.com <http://www.youtube.com/user/BBCWorldwide>
2. Изображения и текст с сайта „Википедия“ [http://en.wikipedia.org/wiki/Child\\_labour](http://en.wikipedia.org/wiki/Child_labour)