Child poverty grows as cities expand

28th February, 2012

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A new report from the United Nations Children's Fund warns that hundreds of millions of children in the world’s cities are living in poverty. UNICEF’s "State of the World’s Children Report" says a staggering proportion of children lack the most basic of services, including clean water, education, health, proper toilets. "Urbanization leaves hundreds of millions of children in cities and towns excluded from vital services," the Children's Fund said. The Fund also says these children are among the most disadvantaged and vulnerable in the world because they live in fear of violence and exploitation on a daily basis. Millions of children are forced into child labour and the sex industry.

The report explains how the slums where children live have diseases such as pneumonia and diarrhoea, two of the biggest killers of children under five in the world. UNICEF spokeswoman, Marixie Mercado, says many children are disadvantaged from birth and are excluded from “normal” society in which richer children can thrive. She says: “One-third of children in urban areas are not registered at birth [and that] makes them much more vulnerable to exploitation throughout their lives.” UNICEF executive director Anthony Lake added: "Children are vulnerable to....the injuries, illnesses and death that result from living in crowded settlements atop hazardous rubbish dumps or alongside railroad tracks."
WARM-UPS

1. CHILD POVERTY: Walk around the class and talk to other students about child poverty. Change partners often. Sit with your first partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

   report / world cities / basic services / proper toilets / vulnerable / child labour / fear / diseases / killers / pneumonia / disadvantaged / urban areas / vulnerable / dumps

Have a chat about the topics you liked. Change topics and partners frequently.

3. VULNERABLE: How do we protect vulnerable children? Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

<table>
<thead>
<tr>
<th>Protect from...</th>
<th>How</th>
<th>Problems / Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>child labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gangs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drugs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. BETTER: Students A strongly believe conditions for the world’s poor children will get better; Students B strongly believe they will get worse. Change partners again and talk about your conversations.

5. BASIC SERVICES: Which are most important to you? Rank them and share your rankings with your partner. Put the most important at the top. Change partners and share your rankings again.

   - toilets
   - education
   - house
   - Internet
   - heat
   - clean water
   - hospitals
   - police

6. POVERTY: Spend one minute writing down all of the different words you associate with the word ‘poverty’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.
BEFORE READING / LISTENING


1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

   a. The article is about a WHO report on poor children. T / F
   b. Hundreds of millions of children are living without vital services. T / F
   c. The report says millions of poor children live in fear every day. T / F
   d. The report says millions of children volunteer to work. T / F
   e. Pneumonia & diarrhoea are among the deadliest diseases for children. T / F
   f. A UNICEF official said many children have a bad life from birth. T / F
   g. Around 33% of children born in urban areas are registered. T / F
   h. A UNICEF official said children are safer living on top of rubbish dumps. T / F

2. SYNONYM MATCH: Match the following synonyms from the article.

   1. proportion a. absence
   2. poverty b. dangerous
   3. lack c. hovels
   4. proper d. impoverishment
   5. exploitation e. denied access to
   6. slums f. abuse
   7. excluded g. built-up
   8. thrive h. amount
   9. urban i. real
   10. hazardous j. do well

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

   1. lack the most basic a. from vital services
   2. proper b. in urban areas
   3. excluded c. into child labour
   4. they live in fear d. birth
   5. Millions of children are forced e. children under five
   6. the biggest killers of f. to exploitation
   7. disadvantaged from g. of violence
   8. One-third of children h. toilets
   9. much more vulnerable i. settlements
   10. living in crowded j. of services
A new report from the United Nations Children's Fund (1) _______________ that hundreds of millions of children in the world’s cities are living in poverty. UNICEF’s "State of the World’s Children Report" says a staggering proportion of children (2) _______________ the most basic of services, including clean water, education, health, (3) _______________ toilets. "Urbanization leaves hundreds of millions of children in cities and towns excluded from (4) _______________ services," the Children's Fund said. The Fund also says these children are (5) _______________ the most disadvantaged and vulnerable in the world because they live in (6) _______________ of violence and exploitation on a daily (7) _______________. Millions of children are (8) _______________ into child labour and the sex industry.

The report explains how the (9) _______________ where children live have diseases such as pneumonia and diarrhoea, two of the biggest (10) _______________ of children under five in the world. UNICEF spokeswoman, Marixie Mercado, says many children are disadvantaged from (11) _______________ and are excluded from “normal” society in which richer children can (12) _______________. She says: “One-third of children in (13) _______________ areas are not registered at birth [and that] makes them much more vulnerable to exploitation throughout their lives.” UNICEF executive director Anthony Lake added: "Children are (14) _______________ to....the injuries, illnesses and death that (15) _______________ from living in crowded settlements atop hazardous rubbish dumps or (16) _______________ railroad tracks."
A new report from the United Nations Children's Fund says that millions of children in the world’s cities are living in poverty. UNICEF’s "State of the World’s Children Report" says that of children lack essential services, including clean water, education, health, nutrition. "Urbanization leaves hundreds of millions of children in cities and towns excluded of the benefits of modernization," the Children's Fund said. The Fund also says these children are disadvantaged and vulnerable in the world because of violence and exploitation.

Millions of children are forced into child labour and the sex industry. The report explains how the slums where children live as pneumonia and diarrhoea, two of the leading causes of death among children under five in the world. UNICEF spokeswoman, Marixie Mercado, says many children are born and "normal" society in which richer children can thrive. She says: "One-third of children are not registered at birth [and that] makes them much more vulnerable to exploitation." UNICEF executive director Anthony Lake added: "Children are vulnerable to...the injuries, illnesses and death living in crowded settlements atop hazardous or alongside railroad tracks."
AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words ‘child’ and ‘poverty’.

<table>
<thead>
<tr>
<th>child</th>
<th>poverty</th>
</tr>
</thead>
</table>

• Share your findings with your partners.
• Make questions using the words you found.
• Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

• Share your questions with other classmates / groups.
• Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning…?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<table>
<thead>
<tr>
<th>warns</th>
<th>such</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack</td>
<td>under</td>
</tr>
<tr>
<td>proper</td>
<td>normal</td>
</tr>
<tr>
<td>vital</td>
<td>areas</td>
</tr>
<tr>
<td>fear</td>
<td>lives</td>
</tr>
<tr>
<td>industry</td>
<td>rubbish</td>
</tr>
</tbody>
</table>
# CHILD POVERTY SURVEY


Write five GOOD questions about child poverty in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

<table>
<thead>
<tr>
<th></th>
<th>STUDENT 1</th>
<th>STUDENT 2</th>
<th>STUDENT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q.5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.
CHILD POVERTY DISCUSSION

STUDENT A’s QUESTIONS (Do not show these to student B)

a) What did you think when you read the headline?
b) What springs to mind when you hear the word ‘poverty’?
c) What’s the poorest you’ve ever been?
d) Why do you think there is still child poverty in the world?
e) What would life be like without the most basic services?
f) How can we stop children from living in fear?
g) Why don’t rich companies do more to reduce child poverty?
h) To what extent does child poverty exist in your country?
i) What does it say about our world that children are living in poverty?
j) How can we stop children being forced into child labour and the sex industry?

Child poverty grows as cities expand – 28th February, 2012

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CHILD POVERTY DISCUSSION

STUDENT B’s QUESTIONS (Do not show these to student A)

a) Did you like reading this article?
b) What could you do this week to help children living in poverty?
c) Why do illnesses such as diarrhoea and pneumonia still kill people?
d) What would it be like to be excluded from normal society?
e) Did you thrive as a child?
f) What questions would you like to ask a child slum dweller?
g) What do you think his/her answers might be?
h) Will children still be living in poverty fifty years from now? Why?
i) What do you think poor children think of the rich world?
j) What questions would you like to ask UNICEF spokeswoman, Marixie Mercado?

Child poverty grows as cities expand – 28th February, 2012
A new report from the United Nations Children’s Fund (1) warns that hundreds of millions of children in the world’s cities are living (2) in poverty. UNICEF’s "State of the World’s Children Report" says a staggering proportion of children (3) lack the most basic of services, including clean water, education, health, proper toilets. "Urbanization leaves hundreds of millions of children in cities and towns excluded from (4) vital services," the Children’s Fund said. The Fund also says these children are (5) many the most disadvantaged and vulnerable in the world because they live in fear of violence and exploitation on a (6) daily basis. Millions of children are forced into child labour and the sex industry.

The report explains how the slums where children live have diseases (7) such as pneumonia and diarrhoea, two of the biggest killers of children under five in the world. UNICEF spokeswoman, Marixie Mercado, says many children are disadvantaged from (8) birth and are excluded from "normal" society in which richer children can thrive. She says: “One-third of children in (9) urban areas are not registered at birth [and that] makes them (10) many more vulnerable to exploitation (11) throughout their lives.” UNICEF executive director Anthony Lake added: "Children are vulnerable to…the injuries, illnesses and death that result from living in crowded settlements (12) atop hazardous rubbish dumps or alongside railroad tracks."

Put the correct words from the table below in the above article.

1. (a) warnings (b) warning (c) warn (d) warns
2. (a) up (b) out (c) in (d) of
3. (a) back (b) lack (c) tack (d) rack
4. (a) vital (b) ritual (c) virtual (d) viral
5. (a) between (b) through (c) among (d) via
6. (a) daytime (b) day’s (c) day (d) daily
7. (a) much (b) such (c) many (d) so
8. (a) birth (b) born (c) delivery (d) pregnancy
9. (a) mundane (b) urban (c) prominent (d) prosper
10. (a) many (b) such (c) much (d) from
11. (a) throughout (b) thought (c) thorough (d) though
12. (a) topping (b) top (c) tops (d) atop
Write about **child poverty** for 10 minutes. Correct your partner’s paper.
HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google’s search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the UNICEF report. Share what you discover with your partner(s) in the next lesson.

3. CHILD POVERTY: Make a poster about child poverty. Show your work to your classmates in the next lesson. Did you all have similar things?

4. SLUM: Write a magazine article about a child living in a slum. Include imaginary interviews with that child and a rich child.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to a child slum dweller. Ask him/her three questions about his/her life. Give him/her three pieces of advice. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.
Child poverty grows as cities expand

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1 - d  2 - c  3 - b  4 - a  5 - c  6 - d  7 - b  8 - a  9 - b  10 - c  11 - a  12 - d