

Modern Slavery

“People do not enslave people to be mean to them. They do it to make a profit.” —Kevin Bales

Pre-Reading

A. Warm-Up Questions

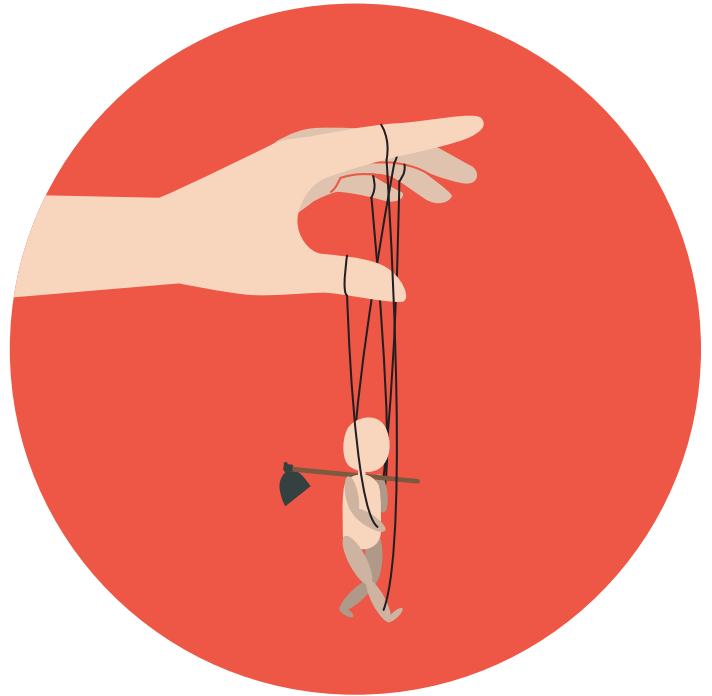
1. How many slaves do you think there are in the world right now?
2. What are some examples of modern slavery?
3. How do slaveholders keep people enslaved?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------|---|
| ___ 1. atrocity | a) physically demanding work |
| ___ 2. roughly | b) to give money back after borrowing it, to reduce or eliminate a debt |
| ___ 3. abuse | c) lies used for the purpose of financial gain |
| ___ 4. hard labor | d) a person who moves from one location to another for work purposes |
| ___ 5. bondage | e) approximately |
| ___ 6. pay off | f) chains or other devices used to prevent a person from escaping |
| ___ 7. migrant | g) slavery, enslavement |
| ___ 8. deportation | h) cruelty, horror |
| ___ 9. trafficker | i) the act of being sent back to one’s place of citizenship |
| ___ 10. shackles | j) a person who transports people or things illegally |
| ___ 11. vulnerable | k) powerless, easily harmed |
| ___ 12. fraud | l) physical or mental violence |



Reading

MODERN SLAVERY

Can we slave-proof humanity?

1. When you hear the word “slavery,” do you think of **atrocities** from long ago? Films and books on slavery often focus on the transatlantic slave trade, which took place before the 20th century. Did you know that there are more slaves now than ever before in history? Even though slavery is illegal in every country in the world, **roughly** 30 million humans are enslaved today.
2. A slave is a person who works for little or no money under the threat of physical or mental **abuse**. Slavery doesn’t always involve **hard labor**. Women who are forced into marriage or the sex trade are slaves. Men forced to perform criminal behavior, such as transporting illegal drugs, are also slaves. Sadly, many slaves are children. Some are kidnapped and forced to become soldiers or servants. Others are orphans who accept jobs in exchange for food and shelter. Prisoners who work for pennies a day may also be classified as slaves.
3. Slaves are either forced or tricked into a life of **bondage**. Many people find themselves living as slaves after accepting a job. They are tricked into taking a loan to cover transportation costs and soon realize they will never be able to **pay off** their debts. Family members, including children, may end up as slaves as they try to help their loved ones pay off these loans. This type of slavery is known as bonded slavery.
4. Though it is easy to get tricked into slavery, it is difficult to break free from it. Slaveholders use violence and threats when their laborers try to defend their rights or escape. **Migrant** workers fear **deportation** or prison if they try to leave. People who are transported across borders are typically forced to hand over their ID and travel documents to their **traffickers**. Even without physical **shackles**, a language barrier may cause a migrant worker to feel trapped in a life of slavery.
5. Is it possible to slave-proof humanity? Teaching **vulnerable** people how to detect **fraud** can help reduce modern slavery. Watching out for slavery in our own backyard can also help. Where starvation and poverty exist, however, people will always be willing to take a risk for a small chance at a better life.

Comprehension

Discuss these questions in pairs and write the answers below.

1. What era is usually covered in books and films about slavery?

2. According to recent estimates, how many humans are currently enslaved around the world?

3. Why are prisoners mentioned in the reading?

4. How do poor villagers usually get tricked into a life of slavery?

5. Why are migrant workers usually afraid to speak up about their enslavement situation?

Vocabulary Review

Which word from page 1 is described in the sentence?
More than one option may be possible.

#	Sentence	Word
1	She was a young, hungry orphan, and nobody was around to tell her not to accept the job.	
2	Every month, the workers give 95% of their earnings back to their employer.	
3	The slaves couldn't run away because their legs were chained together.	
4	It's not an exact amount, but about 400 children were forced to join the army.	
5	She was from Vietnam but lived as a servant in a wealthy American household.	
6	The driver who transported the slaves earned 20 dollars per person.	
7	The workers in the cocoa fields hated their lives, but they also feared they would be sent back to their war-torn country.	
8	The man offered the women jobs serving food in a resort. When the women arrived at the job location, they were forced into marriage.	
9	They worked in mines and had to lift heavy pipes for 12 hours a day.	
10	First, they took the women and children from the village. Next, they separated them. After that, they killed the weakest workers.	

Grammar Review

A. Modals of Obligation

There are a few different English words and expressions used to express necessity or obligation. The words “must” and “must not” are strong modals of obligation. The words “have to” and “have got to” (informal) are not quite as strong. Review the structure of these modals before making your own sentences.

must + base verb

- You must pick more cotton tomorrow.
- You must deliver this package.
- They must pay back their debt.
- She must hand over her passport.
- We must report this atrocity.
- Where must we wash?

must not + base verb

- You must not contact the authorities.
- They must not try to escape.
- We must not make any noise.
- You must not cry.
- You must not tell anyone your real name.
- He must not let them know he can read and write.

have to / have got to + base verb

- We have got to call the police.
- You have to find out where she’s from.
- We have to find out how much money she earns.
- They’ve got to pay the prisoners a fair wage.
- We’ve got to find out where she lives.
- I have to contact the authorities.

B. Preventing Slavery

Slavery is illegal around the world. We **have got to** think of some ways to prevent it from happening *in our own backyards*. Practice using modals of obligation to discuss ways to help slave-proof humanity.

Discussion

1. Is slavery a solvable problem? Why or why not?
2. How has population growth in developing countries contributed to an increase in slavery?
3. What can schools do to help prevent children from getting tricked into a life of slavery?
4. How can technology and social media help reduce modern slavery?
5. Do you think slavery is taking place in your own backyard?

Critical Thinking

IN PAIRS OR SMALL GROUPS

American actress Lucy Liu, who produced a film about modern slavery, said, "Once you watch something you are a part of it."

Do we need to see what is going on with our own eyes before we are ready to do something about it? Is it more difficult to *turn a blind eye** if you witness or experience an atrocity such as slavery firsthand?

***turn a blind eye**

to act like you don't know something

Listening

Fill in the blanks as you listen to the recording.

MODERN SLAVERY

Can we slave-proof humanity?

1. When you hear the word “slavery,” do you think of atrocities from long ago? Films and books on slavery often focus on the _____ slave trade, which took place before the 20th century. Did you know that there are more slaves now than ever before in _____? Even though slavery is illegal in every country in the world, roughly 30 million humans are enslaved today.
2. A slave is a person who works for little or no money under the threat of physical or mental abuse. Slavery doesn’t always involve hard labor. Women who are forced into _____ or the sex trade are slaves. Men forced to perform criminal behavior, such as transporting illegal drugs, are also slaves. _____, many slaves are children. Some are kidnapped and forced to become soldiers or servants. Others are orphans who accept jobs in exchange for food and shelter. Prisoners who work for pennies a day may also be classified as slaves.
3. Slaves are either forced or tricked into a life of bondage. Many people find themselves living as slaves after _____ a job. They are tricked into taking a loan to cover transportation costs and soon realize they will never be able to pay off their debts. Family members, including children, may end up as slaves as they try to help their loved ones pay off these _____. This type of slavery is known as bonded slavery.
4. Though it is easy to get tricked into slavery, it is difficult to break free from it. Slaveholders use violence and threats when their _____ try to defend their rights or escape. Migrant workers fear deportation or prison if they try to leave. People who are transported across borders are typically forced to hand over their ID and travel documents to their traffickers. Even without _____ shackles, a language barrier may cause a migrant worker to feel trapped in a life of slavery.
5. Is it possible to slave-proof humanity? Teaching vulnerable people how to detect fraud can help reduce modern slavery. Watching out for slavery in our own backyard can also help. Where _____ and poverty exist, however, people will always be willing to take a risk for a small chance at a better life.

Answer Key

LESSON DESCRIPTION:

Students read about the realities of modern slavery. The lesson includes vocabulary exercises, comprehension questions, discussion questions, and a grammar review of modals of obligation.

TEACHING TIPS:

See *Discussion Starters Teaching Guide* (<https://esllibrary.com/courses/72/lessons/>) for a variety of ways to use the reading.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, slavery, modern slavery, poverty, slaves, population, women, children, modals, must, have to

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote. Do your students agree or disagree with this opinion about slaveholders and traffickers?

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. h | 3. l | 5. g | 7. d | 9. j | 11. k |
| 2. e | 4. a | 6. b | 8. i | 10. f | 12. c |

Extension: Explain the different pronunciation of abuse (noun) and abuse (verb).

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 7. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- Books and films about slavery usually focus on the transatlantic slave trade (when Africans were sent as slaves to the New World) before the 20th century (16th–19th century).
- According to recent estimates, approximately 30 million humans are currently enslaved around the world.
- Prisoners are mentioned in the reading because working for pennies a day may classify as slavery.
- Poor villagers usually get tricked into a life of slavery after someone offers them a job.
- Migrant workers are usually afraid to speak up about their enslavement situation because they have no ID or passport and they can't speak the local language.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

More than one answer may be possible.

- | | | |
|---------------|----------------|---------------|
| 1. vulnerable | 5. migrant | 9. hard labor |
| 2. pay off | 6. trafficker | 10. atrocity |
| 3. shackles | 7. deportation | |
| 4. roughly | 8. fraud | |

Grammar Review

Review our editor's tips for teaching modals of obligation:

<http://blog.esllibrary.com/2013/10/03/suggestions-with-modals-of-advice-and-necessity-2/>

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

1. transatlantic, history
2. marriage, Sadly
3. accepting, loans
4. laborers, physical
5. starvation

SPELLING NOTE:

This lesson shows the American spelling of the words *Labor*, *Labourer*, *Behavior*, and *Practice*. Most other English-speaking countries spell these words this way: *Labour*, *Labourer*, *Behaviour*, and *Practise* (when used as a verb; *Practice* when used as a noun).

Make it a challenge for your students to find these words in the text and see if they know the alternate spellings.