



UNIT 6: HUMAN RIGHTS L 1: My Rights

S1

Learning Context : It is the international Day for the promotion of Human rights, the English Club of EAJP/ ENS initiates a video-conference on the topic with an international expert working at the United Nations headquarters. The students of 3^e from EAJP/ENS take part in the conference and discuss the problem related to their rights

LESSON CONTENT

Language function	Structure / Grammar	Vocabulary
Expressing Opinion	Think / In my opinion // To me I believe / From my point of view	Constitution, law, Citizen, citizenship, to enforce, to achieve, , to be held in, to be tortured, custody

A- Vocabulary

Constitution: the fundamental written law of a country

A law: In our country, the law is voted at the parliament.

Citizen: A person living in a country from which he originates or not.

Citizenship: when you are a citizen

To achieve: to obtain something after some efforts

To be held in: to be maintained in

To be tortured: to be badly treated physically and mentally

Custody: prison

B- Language function: Expressing Opinion

- **I think** we should be protected
- **In my opinion**, respecting rights is very important.
- **To me**
- **I believe that**
- **From my point of view**

PRACTICE ACTIVITIES

Activity 1 : Listen to the teacher then underline the correct option. No1 is done for you

1. It is not normal and that is against the fundamental law of our country that is the
 - a) parliament
 - b) Communication
 - c) Constitution
2. If you are ; in detention you can protest and even complain.
 - a) led
 - b) held
 - c) fled
3. The who pays his taxes
 - a) Citizen
 - b) Citizenship
 - c) Peasant
4. It is also authorities' role to the law.
 - a) Endorse
 - b) Enforce
 - c) Enjoy
5. . It is also authorities' role to guarantee that nobody is tortured.
 - a) Torture
 - b) Tortured
 - c) Tortures

Activity 2 : Put the words below in the correct order to make sentences expressing opinion. No1 is an example

1) Girls' education

I think that girls' education is very important

2) The role of the police / to enforce the law

3) English / to be important

4) Everybody / to respect the constitution

5) A student / to work hard

S:2

Learning context : It is the international Day for the respect of Human rights, the English Club of EAJP / ENS initiates a video-conference on the topic with an international expert working at the United Nations headquarters. The students of 3^e from EAJP/ENS take part in the conference and discuss the problem related to their rights.

LESSON CONTENT

Language function	Structure / Grammar	Vocabulary
Talking about rights	I have the right to go to school You don't have the right to ...	to enroll for school, jail, to deserve, to sit for (a test, contest), to (be) allow(ed) to, to apply, to be entitled to

A- Vocabulary

To enroll for school: To go to school

Jail : custody, prison

To deserve: to merit

To sit for (a contest/ test): to be candidate for

To apply: to execute or put in practice

To be entitled to: to have the right to do something

To allow someone to: to permit someone to do something

B- Language function

Affirmative sentences

- I have the right to
 - It's my right to
- } to go to school

Negative sentences

- You **don't have the right to** bully young students.

PRACTICE ACTIVITIES

Activity 1 : Listen to the extract of the audio and **circle** the correct word you hear.
An example is done for you.

People should **apply** / *imply* / *supply* the law whatever it takes. Every single right is important and has to be totally respected. There shouldn't be neither discrimination nor racism in education. For example , every parent should *recall* / **enroll** / *install* their kids for school so that they could have equal chances and could *fit* / *sit* / *stick* for any international competition. We all *reserve* / *deserve* / *preserve* love and attention and we are *entitled* / *titled* / *entitle* to

receive them from our parents and the whole society. The people who don't respect all these points should be sent to *mail / jail / sail*.

Activity 2 : Use the ideas suggested to talk about rights. One example is done for you

1. children / to go to school

Children have the right to go to school.

2. parents / not to illtreat their kids

3. passengers / to smoke in a plane

4. villagers / to development

5. children / not to go out at night

COMMUNICATION ACTIVITY

For the celebration of Human rights international Day, the representation of the United Nations Organization (UNO) in Abidjan has initiated a series of activities to inform students about their rights and how important they are. As participants, the students of 3^e from EAJP/ENS attend a conference and listen to its speaker in order to give their opinion about the topic.

Tasks

- 1- Listen to the podcast
- 2- Do the activities on your worksheet
- 3- Present your ideas about the discussion topic to the class

RESSOURCES

Transcript for activity 1 S1

The police should not arrest anyone without any reason because it is not normal and that is against the fundamental law of our country that is the **constitution**. If you are **held** in detention you can protest and even complain. The **citizen** who pays his taxes should benefit from the protection of the law. It is also authorities' role to **enforce** the law and guarantee that nobody is **tortured**.

WORKSHEET

Transcript of the podcast

Every country has its constitution inspired by the standard of the Universal Declaration of Human Rights for its citizens to follow. But some want to show that they are above the law. They do things how they like and how they want. Our government shouldn't permit that to happen. On the contrary, they should enforce the law and punish those who don't respect it. Punishing is different from torturing. And if someone wants to create troubles, they must be held in jail until they understand what life in society means. This is the aim everybody should help to achieve. We should exemplarily do what was defined by the United Nation's Human Declaration. That's how our country can become strong, respected and appreciated by the whole world.

Activity 1: Listen to the podcast and select the best options.

The speaker is talking about :

- a. Women's rights
- b. The importance of the constitution
- c. The origin of Human rights
- d. The respect of the law in countries

Activity 2: Listen to the podcast again and say if the statements below are **True (T)** or **False (F)**

	Statements	Answers
1.	Every country's constitution is inspired by the Universal Declaration of Human Rights	<i>True</i>
2.	Some people think that they are above the law and do things how they like.	
3.	Governments should permit the disorder to happen.	
4.	Governments should torture people who don't respect the law.	
5.	The people who create troubles should be held in custody.	

Activity 3: Listen to the podcast again and fill in the gaps of the paragraph below.

Every country has its 1. constitution inspired by the standard of the Universal Declaration of Human Rights for its citizens to follow. But some want to show that they are above the 2..... They do things how they like and how they want. Our government shouldn't permit that to happen. On the contrary, they should 3..... the law and punish those who don't respect it. Punishing is different from 4..... And if someone wants to create troubles, they must be held in 5..... until they understand what life in society means. This is the aim everybody should help to 6..... We should exemplarily do what was defined by the United Nation's

Human Declaration. That's how our country can become strong, respected and appreciated by the whole world.

Activity 4 : Discussion

In groups of four, discuss the following topic.

Do you think that *human rights are important ? why ?*