



U6-HUMAN RIGHTS-L 1- I Know my rights

S 1

Learning context: During an English class, the students of 4e of Lycée Moderne Béoumi listen to a **BBC** (British Broadcasting Centre) record about Human Rights and public service in order to know their different roles.

LESSON CONTENT

Language function	Structure / Grammar	Vocabulary
Making a request	- Can you tell me where to buy a stamp, please? - Can I have a stamp?	birth certificate, identity card, scholarship, to vaccinate, driving license, health care

A- Vocabulary

- **Birth certificate:** An official document that gives information about a person's birth.
- **Scholarship:** money paid to support students' studies.
- **To vaccinate:** Doctors **vaccinate** the children against Covid.
- **Driving license:** A certificate that permits to drive.
- **Health care:** medical treatment
- **Identity card or ID card:** is a card which contains your personal information such as (photograph, name, date of birth) that prove who you are.

B- Language function: Making requests with can

Can you tell me where to buy a stamp, please?

Can I get an identity card please?

PRACTICE ACTIVITIES

Activity 1: Fill in the blank spaces with the words from the box. One word is not concerned.

scholarship - driving license-identity card - birth certificate – school - freedom
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Example: 1- birth certificate

The first right of the baby is to establish him a**1**.....

To get an**2**....., you have to go to the police station.

Nowadays**3**.....is an obligation for all children.

It's compulsory to drive with a**4**.....

Students sometimes need a**5**.....to continue their studies.

Activity 2: Put a cross in front of the statements that express requests.
Number 1 is an example.

N.	STATEMENTS	
1	Can I get an identity card, please?	X
2	Kofi will become a doctor	
3	Can I have a stamp, please?	
4	Can you give me your email address, please?	
5	The teacher wishes he congratulated the best students	

Activity 3: Write the questions by putting the words in the correct order like in Number a.

- a- you/ ID card/ show/ your/ me/ Can/? → **Can you show me your ID card?**
- b- Sally/ play/ tennis/ Can/ us/ with/?

- c- phone/ I /please/ your/ Can/ use/?

- d- close/ you/ that door/ Can/ please/?

- e- go/ we all/ Can/ to / the game/?

- f- join/ Can /your /English Club/ I/?

S2

Learning context: During an English class, the students of 4e of Lycée Moderne Béoumi listen to a **BBC** (British Broadcasting Centre) record about Human Rights and public service in order to know their different roles.

LESSON CONTENT

Language function	Structure /Grammar	Vocabulary
expressing obligation / necessity/prohibition	-Citizens must pay taxes -Children mustn't smoke cigarettes	to pay taxes, to obey the law, to get a job, to have a home to sleep, to use public services, to be protected

A- Vocabulary

- **To pay taxes:**

E.g.: All the citizens must **pay taxes** to the government

- **To obey the law:**

E.g.: It is a duty to **obey the laws** of our country.

- **To get a job**: to obtain a job.
- **To have a home to live**: to have a house to sleep in.
- **Public services**: hospitals, schools, police stations are public services.
- **To be protected**: to be defended.

B- Language function: expressing obligation / prohibition

1- Expressing obligation

- Koffi **is obliged to** go to school. **Or** Koffi **must** go to school.
- People **are obliged to** obey the law. **Or** people **must** obey the law.

2- Expressing prohibition (forbidden actions)

- * It is not good to destroy public services that’s why the government forbade it
- Citizens **mustn’t** destroy public services.
- * It is not good for our own health to smoke, smoking kills Human Being so
- Human Being **mustn’t** smoke cigarettes.

PRACTICE ACTIVITIES

Activity 1: Read the phrases and classify them in the table below.

keeping the school clean – a birth certificate – obeying the law – helping our parents – medical treatment – paying government taxes –paying our bills – rescuing someone in danger - education – a nationality – a home – being on time for class

OUR DUTIES	OUR RIGHTS
Rescuing someone in danger	Education
.....
.....
.....
.....
.....
.....

Activity 2: Underline the right answer. Number 1 is an example.

- 1- Citizens must/ mustn’t obey laws.
- 2- Children must/ mustn’t work in farms.
- 3- We must/mustn’t keep our school clean.
- 4- Citizens must/ mustn’t pay government taxes.
- 5- We must/mustn’t shake people’s hands in order to avoid Corona Virus.

Activity 3: Classify these actions in the table below. Some are good to do and others are not good to do.

To smoke- to send girls to school- to insult adult- to obey parents- to urinate anywhere- to practice abortion- to study your lessons- to take care of your family- to destroy public services- to do your domestic chores- to help your family members

Must (good actions)	Mustn't (bad actions)
..... <i>to smoke</i>
.....
.....
.....
.....
.....
.....

S3

COMMUNICATION ACTIVITY 1

During an English class, the students of 4e of Lycée Moderne Béoumi listen to a **BBC** (British Broadcasting Centre) record about Human Rights and public services in order to know their different roles. In group of four, prepare a talk in which you:

- List the Human Rights;
- List the public services;
- Say what you can do to know their different.

COMMUNICATION ACTIVITY 2

In order to prepare their next test about human rights, the students of 4e from Lycée Moderne Béoumi read a text about public services to check their knowledge.

a) Read the text and answer the questions.

Paying taxes to the government is a duty for all the citizens. There are two kinds of taxes: direct taxes and indirect taxes. Direct taxes are deducted from the citizens' salaries; whereas indirect taxes are collected through water, electricity and telephone bills. Government taxes provide the state with financial resources to pay salaries, school, hospital, roads, bridges, and other public services. Unfortunately, some people corrupt tax collectors to avoid paying their taxes. Perhaps they do not know the harm that bribery and corruption can cause to the economy of a country, or because they are not aware that tax money largely contribute to the development of a country.

Questions

1- How many kinds of taxes are there in your country?

.....
 ...

2- Why is it important to pay taxes?

.....

3- What do some people do to avoid paying their taxes?

.....

4- Do bribery and corruption help the economy of a country?

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