

**WHAT'S NEW!****Communication Objectives:**

- Ss will be able to use:
- expressions for challenging arguments and opinions.
  - intensifiers.
  - vocabulary, phrases and idioms related to individual rights.

**Educational Objectives:**

Ss will explore the issue of individual rights.

**Connected Topics:**

- Road to individual rights
- Limits of free speech
- Prisoner rights
- Slavery in the 21st century
- Immigration laws and human rights
- Political elites and the right to hold office
- Euthanasia
- Dilemma of the political prisoner
- Minority language rights
- The state versus the individual
- Power, wealth and status and equality of rights
- The right to bear arms
- Differences between countries' rights

**Grammar:**

Adverbs	Reported speech	Articles
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**Key Vocabulary:**

assembly	hunger strike	sinister
asylum	storm of controversy	regime
acquaintance	detain	demise
indigenous	spate	tolerant
chore	roots	
prevalence	quick to jump on	

**The BIG question: DO I GET A SAY?**

This expression used when people are arguing and want to give their point of view draws students' attention to the desire of individuals to feel they are allowed to give their opinion or have some control over their lives.

**VIEWPOINT**

**Facts:** This was part of the Teens and Freedom survey conducted by USA Today's USA Weekend. 219,350 students aged 13 to 19 from across the US were asked about their views on many different subjects.

**Source:**

[www.usaweekend.com/97\\_issues/970504/970504\\_teen\\_cov.html](http://www.usaweekend.com/97_issues/970504/970504_teen_cov.html)

**EQ:** *Do you think the situation is similar in your country? Why do you think young people feel this way? When you were a teenager, did you feel your parents restricted your freedom too much? If so, how? If not, why not?*

Separation of state and religion is often a divisive issue in many countries. Conservative groups often prefer greater government adherence to religious principles. Liberal groups often prefer religion to be totally excluded from government. Much of the debate revolves around whether the religious rules (Biblical – 'ten commandments', canonical laws, Koranical) should apply in the legal systems. While most governments do explicitly state a true separation, there is often an implicit historical acknowledgement of religious doctrines.

**Source:**

Pew Research Institute, 'Views of a changing world, 2001' 2002. p. 115. From: <http://people-press.org/reports/pdf/185.pdf>

**EQ:** *Do you agree that 'it's necessary to believe in God to be moral and have good values'? This dichotomy suggests that non-believers or believers of different faiths are immoral. Do you agree?*

**Quote:** Hubert Humphrey (1911–78) was a US Vice President from 1965–69 under President Lyndon Johnson. Although a social reformer, he is more

remembered for his support for the Vietnam War and losing the 1968 presidential election to Richard Nixon.

**EQ:** *Why is this quote funny? What does this imply about free speech? Do you think everyone should be heard? Do you like to listen to different points of views?*

The picture is symbolic of the restrictions that many young people feel in the transition from childhood into adulthood.

## 1 WORD POWER

A gets students to consider different individual rights.

1 WORD POWER A	Answers
1 b 2 h 3 d 4 c 5 f 6 e 7 i 8 a 9 g	

Notes:

The plural of *paparazzo* is *paparazzi*.

Under the United Nations' Universal Declaration of Human Rights (1948).

**Article 3:** *Everyone has the right to life, liberty and security of person.* (This is the case referred to in Exercise 1 for 1b.)

It should also be noted that in the US and UK, the expression 'right to life' is often used by anti-abortion campaigners as a way of emphasising their belief in the rights of the unborn child.

B gets students to practise expressions for challenging arguments and opinions and the vocabulary in A.

1 WORD POWER B	Sample answer
	Paparazzi arrested for spying on a celebrity: <b>The evidence simply doesn't support your argument. Where's the proof? My client took the pictures while the person was on a public beach.</b>

## ARTICLES

### Slavery in Niger – Battling Against The Odds

This article discusses a controversial and taboo subject in parts of Africa. Although banned by international treaties – the League of Nations 1926 Slavery Convention, UN's 1948 Universal Declaration of Human Rights and the UN's 1956 Supplementary Convention on the Abolition of Slavery, slavery still exists around the world, from

the trafficking of women and children in the sex trade, forced unpaid labour by prisoners, and various other forms of indentured service.

The case in Niger is especially troubling given that slavery is officially banned according to the 1999 Niger Constitution and Penal Code, yet an estimated 8 per cent of the population are still slaves. According to the local anti-slavery group Timidria, local and state governments have been allowed slavery to continue; the slave-owning classes often refuse even to acknowledge it exists. However, education and public-awareness campaigns seem to be bringing about change, as can be seen with the case of Assibit.

**Source:**

[www.antislavery.org](http://www.antislavery.org)

**EQ:** *Why do you think slavery continues into the 21st century? What can be done to stop it? Do you think people in your country are aware of or care about the problem?*

### Police Powers Extended in Yob Crackdown

This article discusses a very controversial law in the UK. British tabloids have for many years used examples of yob violence to create sensationalist headlines. The police have found the law useful for cracking down on the troublemakers within their jurisdictions. Aimed at nuisance neighbours and rowdy youth, the law does away with the entire due process procedure, which remains a crucial civil rights issue. Police or city council can basically ban individuals from being in an area by issuing a anti-social banning order, or ASBO. One family in Scotland was even banned from their own house because of their continued rowdy behaviour.

Note:

ASBO is pronounced [azbō].

**EQ:** *What do you think of this law? Do you have the same kinds of problems as in the UK? What can police in your country do if some troublemakers refuse to abide by laws? Do you think ASBOs would work or be needed in your country?*

## 2 READING

A is a gap completion activity that will help students with Part 2 of the Reading section of the CAE exam.

**2 READING A****Answers**

A 1 B 2 E 3 C 4 A

**B** gives students a chance to practise reported speech.

**C 1** This question tries to contextualise the issue of slavery in terms of how the slave-owning classes would view the issue. It requires the students to attribute beliefs and emotions not inherent in the text. You may need to ask the obvious related question: *Why do the slave owners and others in society not want to talk about this issue?*

**C 2** gets students to speculate from their own experience. This requires only anecdotal evidence.

**C 3**

**3 SPEAK YOUR MIND**

This section covers the topics of status of rights in the student's country, free speech, the right to free movement, slavery, and dealing with anti-social behaviour.

**A EQ:** *Describe the historical development of individual rights in your country. Has everyone always had the same rights as you have now? Do people really care about their rights today? If you did not have all these rights, would you miss them?*

**B EQ:** *Should hate speech or any kind of speech be censored? Why / Why not?*

**C EQ:** *If you could live anywhere, where would you choose?*

**D EQ:** *How and why were slaves used? Many countries and people are wealthy today from the work of slaves. Should descendants of slaves be paid by descendants of slave owners for their ancestors' unpaid labour? Why do you think former slave-owning nations such as the USA or Brazil refuse to discuss the topic of reparation payments to African slave descendants?*

**E EQ:** *Is it fair to target all young people for the actions of a few?*

**4 LISTEN****DVD**

This audio clip is about the Tranquillity Bay WWASP facility in Jamaica. WWASP is only one

chain of schools among a group of schools for so-called troubled young people. Many others often employ military-style boot camps. In many cases, these schools are located away from the continental US, which frees them from United States laws. These laws would for instance not allow beatings, forced confinement, kidnapping, starvation and other behaviour-modification measures. The sole purpose of these measures is to force the 'students' at these schools to submit to the will and authority of their superiors, the staff and parents. It is not dissimilar to the basic training for US Marines.

Parents are often not given access to the children during the treatment. They get the end result, but they are often unaware or unconcerned about any abuses – the ends justify the means. As for the students, there have been a number of suicides and accidental deaths at different schools over the years, including the 2004 suicide of a girl at a Montana WWASP facility.

**4 LISTEN B****Answers**

B 1 B 2 C 3 A

**D** You should try to get students to understand the situation from the parents' point of view.

**5 TEAMWORK**

This activity is loosely based on the ancient Greek 'boule' system. The *boule* was the city council for the city-states. In democratic city-states like Athens, the *boule* positions were chosen in a random lottery from the city's aristocrats. These city councillors would then be required to run the daily affairs of the city for one year.

Although students should be given freedom to create whichever types of candidates they want, they should try to analyse how these people's background might affect the rule of law. Given this analysis, they should try to focus more on authentic or realistic people.

**Sources:**

*The Greeks*, H.D.F. Kitto

[www.ancientgreece.com](http://www.ancientgreece.com)

[www.bbc.co.uk/schools/ancientgreece/main\\_menu.shtml](http://www.bbc.co.uk/schools/ancientgreece/main_menu.shtml)

## 6 CONTROVERSY

Euthanasia became a national issue in the Netherlands following the case of Dr. Geertruida Postma in 1973. She gave her mother a lethal injection of morphine following her mother's prolonged suffering after a brain haemorrhage. Postma was convicted of voluntary euthanasia but received only a suspended sentence. The court laid the groundwork for what later became the conditions on which a person may be allowed to choose to die: an incurable illness, unbearable (mental or physical) suffering, a request to die, to be in the final stage of illness and the consent of the physician. The Termination of Life on Request and Assisted Suicide Act was passed into law in the Netherlands in 2002.

**EQ:** *What do you think about euthanasia? What are the laws in your country? If someone should choose euthanasia, under what circumstances should it be allowed? Some Dutch politicians worry that this right may lead to euthanasia tourism. Is this a real fear?*

### Sources:

*Euthanasia* (Just the Facts Series), Robert Pool  
*Negotiating a Good Death: Euthanasia in the Netherlands*, Linda A. Jackson  
[www.nvve.nl/english](http://www.nvve.nl/english)  
[www.euthanasia.com](http://www.euthanasia.com)  
[www.kevork.org](http://www.kevork.org)

## 7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

### A Sources:

*The Future of Women's Rights: Global Visions and Strategies*, Joanna Kerr  
[www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)  
[www.hrw.org/women](http://www.hrw.org/women)  
<http://iwwraw.igc.org>

### B Sources:

[www.wwasp.com](http://www.wwasp.com)  
[www.nospank.net](http://www.nospank.net)  
<http://fornits.com/anonanon/docs/wwasp/mvm>

## 8 LAW in English [CLIL]

Although there has been some cultural friction between the Francophones in Quebec and the

Anglophones in the rest of Canada, a tenuous balance had been managed through power sharing in the national government. However, this changed in the 1960s when Quebec underwent the Quiet Revolution. A combination of events led to a polarisation in Quebec politics, stressing Quebec's right to separate administrative powers such as tax collection. The French-speakers fumed at the indifference displayed in several well-publicised labour disputes, while much of Canada was unaware of the growing resentment.

The desire for recognition shifted to a demand for independence. By the end of the decade, a pro-independence terrorist group called the *Front de libération du Québec* (FLQ) had begun a bombing and kidnapping spree leaving the Quebec Labour Minister, Pierre Laporte, murdered. Although the FLQ was quashed by instituting martial law, the demands for independence continued to grow. By 1976, the *Parti Québécois* was elected in Quebec with a mandate to hold an independence referendum.

After several failed independence referendums, several failed attempts at constitutional reconciliation and a generally buoyant economy in Quebec, the independence movement has stalled. Although the French language is not a direct cause of this dispute, the French language and its place in Canadian society is symbolic of the larger constitutional dispute. So for many Quebecers, controlling language rights is necessary to exhibit some sense of control in a process they feel to be outside their control.

**EQ:** *How are minority languages treated in your country? How should they be treated? What is the significance of a language being defined as an official language?*

*Many international companies use English as their official company language. What do you think of this practice?*

### Sources:

[http://archives.cbc.ca/IDD-1-73-1297/politics\\_economy/bill101](http://archives.cbc.ca/IDD-1-73-1297/politics_economy/bill101)  
[www2.marianopolis.edu/quebechistory](http://www2.marianopolis.edu/quebechistory)  
[www.cric.ca/en\\_html/guide/language/quebec.html](http://www.cric.ca/en_html/guide/language/quebec.html)

### Note:

The EU now spends over €800 million every year on translation or €2.55 for every person in the EU. The

EU employs over 2,500 interpreters and translators (more than a hundred per language). Every year, the EU translates over two million pages of text. Most translations between smaller language groups are done through a 'relay language' like English, French or German. The top four languages by population are German (24%), French (16%), English (16%) and Italian (16%). The most spoken languages are English (47%), German (32%) and French (28%).

**Source:**

[http://europa.eu.int/translation\\_enlargement/index\\_en.htm](http://europa.eu.int/translation_enlargement/index_en.htm)

**EQ:** *Should the EU use all 20 official languages? Wouldn't it make more sense for everyone to just use one lingua franca? Why / Why not? How might only using a second language affect democracy?*

**9 FURTHER DISCUSSION**

This section covers the topics of individual rights, equality in the eyes of the law, and the right to bear arms.

**A** This question is meant to analyse how different countries view individual rights and different governments legislate different rights. It is not necessary to expand on each point unless you feel it is appropriate.

**EQ:** *Which does your country hold as rights? Do you approve of your country's individual rights in this case? What values does this suggest of your country? How would you view countries which value different individual rights than your country? Is there a right and wrong way to legislate individual rights? At what age, are / should these activities be accessible in your country: property ownership, sexual consent, voting, matrimony, operating a vehicle, use of alcohol / cigarettes, gambling?*

**B** Try to get students to think in concrete terms.

**EQ:** *Give examples of politicians, wealthy or other powerful individuals who have been in trouble with the law. What happened to them? Do you think they receive the same justice as a poor person who cannot afford an expensive legal defence?*

**C** Try to get students to imagine what living in gun culture might be like.

**EQ:** *Would you feel safer? Why / Why not? There is a popular pro-gun slogan 'guns don't kill people, people kill people'. Do you agree?*

**10 Your answer: CAN'T WE JUST DO WHAT WE WANT?**

This question tries to get students to think about the relationship between individuals and individual rights and society as a whole. The question targets one of the fundamental philosophical dichotomies of human existence. On the one hand, you have the idea first proposed by Rene Descartes in *Meditations on First Philosophy* (1641). By rationally subtracting what could not be explained by logic, Descartes was limited to being able to prove only his own existence. So does society even exist for us? Moreover, should we care? By extension, do we actually have any obligations to others? This is contrasted with the point brought up in John Donne's famous line from *Mediations XVII*: 'No Man is an Island unto Himself.' At heart, humans are social animals and need society. Much of what we have accomplished as a human species is due to our ability to cooperate and live relatively harmoniously with each other. How do we maintain this cooperation – by limiting human freedoms, our individual rights?

**WORKBOOK****1 WORD POWER**

This activity will give students the chance to practise the intensifiers and phrases for challenging arguments and opinions from **Language Bank 10**. The answers below are only examples, there is more than one answer possible for each.

**1 WORD POWER****Sample answers**

**1** Everyone I know agrees (**wholeheartedly**) with me, we (**definitely / absolutely**) need to restrict immigration. **That can't be true. What about me? I disagree with you.**

**2** It goes (**completely / entirely**) against our country's beliefs to restrict freedom of speech.

**Regardless of that, the fact remains** the country needs to restrict free speech sometimes. / **If you look at the facts, they would show** that our country has at times needed to restrict free speech.

**3** Police should (**definitely / clearly**) have (**absolutely / totally / completely**) unlimited power to stop terrorists. **That can't be true. What about** the right to privacy? / **The evidence simply doesn't support your argument. Where's the proof?** Do the benefits outweigh the costs?

**4** It's (**absolutely / definitely / totally / completely / entirely / clearly**) wrong to tax inheritance. It goes (**utterly / completely / entirely / totally / completely**) against the right to property. **The evidence doesn't support your argument.**

**5** I (**totally / completely / fully**) disagree, criminals don't deserve any rights. **Regardless of** whether they deserve them, if you take them away, it becomes a slippery slope argument. / **That can't be true. What about** people who commit very minor crimes?

**6** It is (**extremely**) important to have people from a variety of backgrounds as candidates for political office. **Regardless of that, the fact remains that** you need a lot of money to run for office.

## 2 USE OF LANGUAGE: Articles

This activity introduces the issue of individual rights in the age of the internet. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

2 USE OF LANGUAGE					Answers
1 the	2 a	3 -	4 -	5 the	
6 The	7 the	8 an	9 a	10 -	

## 3 WRITING

### A Sources:

Many developed countries have organisations campaigning to lower the voting age to 16. *Taking Back the Vote*, Jane Eisner.

[www.votesat16.org.uk](http://www.votesat16.org.uk)  
[www.youthrights.org/votingage.shtml](http://www.youthrights.org/votingage.shtml)  
[www.youthvote.org/](http://www.youthvote.org/)

### B Sources:

You can find assessments and other information about rights for most countries at:  
[www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook)  
[www.amnesty.org](http://www.amnesty.org)  
[www.unhchr.ch/html/intlinst.htm](http://www.unhchr.ch/html/intlinst.htm)  
[www.ilhr.org](http://www.ilhr.org)

## 4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS	Answers
1 b    2 f    3 c    4 e    5 a    6 d	
1 a sacred cow = person or thing that is above criticism or attack	
2 a kangaroo court = an unofficial or illegal court	
3 not to see eye to eye = to disagree, have different ideas	
4 to sit on the fence = not to join any side / be uncommitted in a controversy	
5 to put the clock back = to go back in time, make things as they were before	
6 to come face to face with = to make direct personal contact with	

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How does justice in your country compare to other countries?*
  - I don't know a lot about other countries, but I have heard that some countries often use *kangaroo courts* for political dissidents.
  - I think some countries really *put the clock back* on individual rights.
  - I haven't *come face to face* with courts in other countries so I couldn't tell you for sure.
- *How would you react if some individual rights were taken away?*
  - I would definitely not *sit on the fence*. I think I would protest right away.
  - I think we have already *seen the clock put back* on some rights in our country.

- Well, I think it would really depend on which ones. I mean some rights are like *sacred cows*, while others are not.
- *What would you say to someone who thought their rights were more important than yours?*
  - I'd probably tell them that we *don't see eye to eye* on this issue.
  - I haven't really *met* anyone like that *face to face*, but I would guess I would have to object.
  - I would have to explain that rights are universal. To think that one person's rights are more important than another's leads to unjust government and *kangaroo courts*.