



ENGLISH LANGUAGE TRAINING MATERIAL

with emphasis on Human Rights

**EXERCISE BOOK WITH ANSWERS
LEVEL B1**

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“All human beings are born free and equal in dignity and rights. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.”

Universal Declaration of Human Rights, 1948

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Map of the units

Unit	Unit Title	Reading	Writing	Listening
1	Introduction to Human Rights, refugee rights	Refugees and The UN	Note to a friend who missed a lesson on refugees	What is a refugee? A film by Isabella Arbelaez and Julie Williams from Duke University https://www.youtube.com/watch?v=0QPFn9hMLw
2	Right to protection of property, housing	A letter to President Obama adapted from https://www.theatlantic.com/news/archive/2016/09/six-year-olds-letter/501203/	1. A paragraph for a newsletter about helping refugees. 2. Narratives: Rewriting Ruth's story using picture prompts (using either Present Continuous or Past Simple) and linkers. (optional)	Ruth's Story: One Child Refugee's Journey from Eritrea to England http://www.bbc.co.uk/newsround/36714334
3	Right to marriage, family life, child-care	Mary at 14 Mary at 32	Story of Mary between 14 and 32. Note to neighbour about hitting his children	Imam talking about forced marriage
4	Right to education	The life of a child carer	email describing the education system in a country to a friend	Education in the UK
5	Work-related rights	Workplace discrimination	Job application	Racism at work
6	Health-related rights	NHS Symptoms Doctors organisation	How you feel today An email to a friend to apologise for not coming and saying why (symptoms) and advice given by doctor	A cartoon video about a refugee
7	Right to life, prohibition of torture and inhuman treatment	Why Farida left her country	Article on the right to life	The Convention against torture

Speaking	Grammar	Vocabulary
<p>1. Starting Out - Picture activity: Guess the Human Rights Which rights can we do without?</p> <p>2. How can we help refugees?</p>	<p>1. Present Simple</p> <ul style="list-style-type: none"> • Positive • Negative • 3rd Person <p>2. Present Simple vs Present Continuous (optional)</p>	<p>1. Talking about refugees</p> <p>2. Human rights (review of picture vocabulary)</p> <p>3. Supplementary material: "Human Rights" translated into community languages.</p>
<p>1. Starting Out: Which house would you like to live in?</p> <p>2. Going on - Special Things: What makes a House a Home?</p>	<p>1. Can/can't to say what is possible / impossible / not a good idea</p> <p>2. Verb patterns <i>I would like to do / I want to do s.th.</i></p>	<p>1. Homes and Contents – card matching exercise.</p> <p>2. Sort household items by room.</p> <p>3. Paying for housing / collocations with housing verbs and nouns</p>
<p>Marriage: own experience Different kind of marriages Arranged and forced marriages Women's rights</p>	<p>Past simple Regular/irregular</p>	<p>Vocabulary related to the topic</p>
<p>1. Discuss types of education 2. Travelling to school. 3. The right to education.</p>	<p>Prepositions of time/place, time Present Simple verb agreement</p>	<p>Words to describe education</p>
<p>1. Discuss jobs 2. Job interview role play</p>	<p>comparative adjectives</p>	<p>Workplace rights</p>
<p>NHS Role play: doctor and patient</p>	<p>Have got, should, feel</p>	<p>Health related vocab.</p>
<p>Discuss human rights pictures</p>	<p>Must/musn't Sentence ordering</p>	<p>Protection from cruelty</p>



Introduction

This exercise book is developed for the language training of the newly-arrived with focus on human rights. The aim of the training material is to raise awareness on each individual's fundamental rights and freedoms according to the 1950 European Convention on Human Rights.

Who this book is for

Human Rights in Practice is a language preparation course with focus on human rights and social orientation for the newly-arrived, refugees and asylum-seekers. The book is complementary to the social orientation game "Human Rights in Practice" for active integration in the host society. This course teaches the newly-arrived the reading, writing, listening and speaking skills which are necessary for their awareness-raising on basic human rights in the fields of housing, family life, education, work-related and health-related rights as well as the right to life, prohibition of torture and inhuman treatment. The material can be also used for social orientation courses dealing with language training and integration of refugees and asylum-seekers. Anti-discrimination is a red thread in all seven units.

Language teachers who lead the course do not need to have prior knowledge on the topics covered in this book.

The training material develops the skill and knowledge corresponding to B2 level in the Common European Framework of Reference for Languages¹.

What the book contains

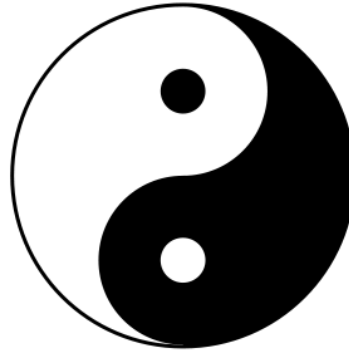
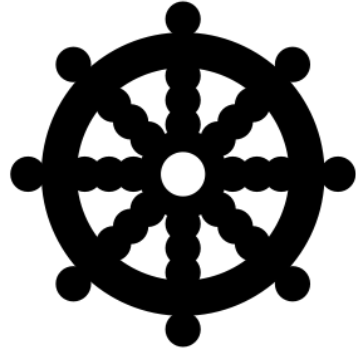
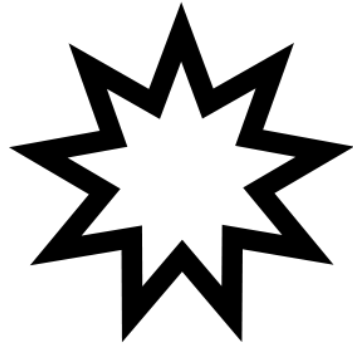
- The exercise book consists of:
 - 7 units for classroom study. Each of the units contains:
 - One exercise on development of Reading, Writing and Listening skills;
 - At least two exercises on Speaking practice;
- At least 2 exercises devoted to main Grammar activities and working with Vocabulary related to each unit.
- 7 unit reviews for revising Vocabulary and Grammar of each unit.
- A language reference part explains main grammar rules related to the exercises in 7 units.
- A writing reference part gives advice on how to approach the writing activities of 7 units in the best way.

An answer key provides with answers to the exercises in all units.

¹ CEFR https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf







Human Rights translated into community languages

Albanian	të drejtat e njeriut
Amharic	ሰብአዊ መብቶች
Arabic	حقوق الإنسان
Belarusian	правы чалавека
Bengali	মানবাধিকার
Bosnian	ljudska prava
Bulgarian	човешки права
Burmese	လူ့အခွင့်အရေးကို
Chinese	人权
Croatian	ljudska prava
Czech	lidská práva
Dari	حقوق بشر
Filipino	mga karapatang pantao
French	droits de l'homme
Georgian	ადამიანის უფლებები
Gujerati	માનવ અધિકાર
Hindi	मानवाधिका
Japanese	人权
Khmer	សិទ្ធិមនុស្ស
Korean	인권
Kurdish	Mafên mirov
Malagasy	Zon'olombelona
Malay	hak manusia
Malayalam	മനുഷ്യാവകാശം
Marathi	मानवी हक्क

Mongolian	хүний эрх
Nepali	मानव अधिकार
Pashto	د بشري حقونو د
Polish	prawa człowieka
Portuguese	direitos humanos
Punjabi	ਮਨੁਖੀ ਅਧਿਕਾਰ
Romanian	drepturile omului
Russian	права человека
Serbian	људска права
Sinhala	මානව හිමිකම්
Slovak	ľudské práva
Slovenian	človekove pravice
Somali	xuquuqda aadanaha
Spanish	derechos humanos
Sudanese	HAM
Swahili	haki za binadamu
Tajik	хуқуқҳои инсон
Tamil	மனித உரிமைகள்
Thai	สิทธิมนุษยชน
Tigrinya	ሰብአዊ መብት
Turkish	insan hakları
Ukranian	права людини
Urdu	حقوق انسان
Vietnamese	quyền con người
Yoruba	eto eda eniyan



Unit 1 Introduction to Human Rights and Refugee Rights

Speaking | Starting Off

What are human rights?

- Look at the pictures from your teacher. Talk with a partner.
 - What *human right* do you think each picture shows?
- Work in pairs. Discuss:
 - which rights are most important
 - which rights some people **don't** have



Vocabulary

Exercise 1

Look at the words in the left hand column. Match them with a definition in the right hand column. The first one has been done for you as an example.

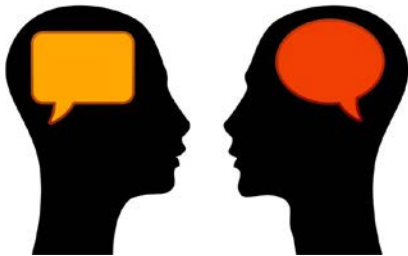
1.	at risk (adj) f	a.	say who you want to lead your country by writing on a special paper
2.	protect (v)	b.	have problems with the police or the government
3.	get in trouble (v)	c.	cause someone very bad pain so they do something or say something
4.	asylum (n)	d.	the group of people you come from e.g. Turkish, Moroccan, Chinese
5.	vote (v)	e.	an organisation that helps sick or poor people with their problems
6.	death penalty (n)	f.	have a chance of something bad happening or losing something
7.	torture (n) (v)	g.	a government killing a person, usually because they did a crime
8.	race (n)	h.	fighting between countries or groups of people
9.	charity (n)	i.	stop bad things happening to someone
10.	war (v)	j.	permission to stay in a country to run away from danger

Speaking | Going on

Who are refugees?

1. Work in pairs. Discuss:
 - What is a refugee? An asylum seeker? A migrant?
2. Share your ideas with the class. Do they agree with you?

1. Do you know any refugees or asylum seekers? Where are they from?
2. Why do refugees leave their countries?
3. How can we help refugees?



Listening

Who are refugees?

A. Watch the first part of the video “What is a Refugee?” Check your ideas.

<https://www.youtube.com/watch?v=0QPFn9hIMLw>

B. Watch the rest of the video. Which questions in A. Does it answer?

C. Read the questions below. Ask your teacher about words you don’t understand.

1. Refugees leave their country because they are frightened of being hurt because:
 - a. They asked for a better life.
 - b. They did a crime.
 - c. Of how they look, what they believe, where they are from, what social group they are in, what they think about the government. ✓
2. People who leave their home but stay in their country are called:
 - a. Internally displaced persons.
 - b. Internal asylum seekers.
 - c. Internal refugees.

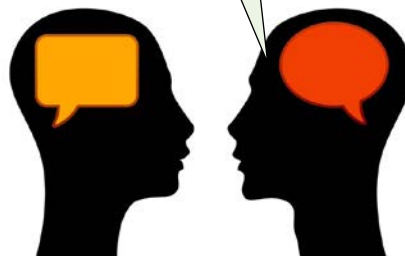


3. Refugees, just like all humans, have a right to:
 - a. Vote for the government back home.
 - b. Learn new things, have a religion, own land, move freely.
 - c. Five years' free education.
4. **Non-refoulement** means people must not force refugees to go to countries where:
 - a. People will hurt them.
 - b. People are poor.
 - c. There aren't good human rights.
5. Refugees can't get in trouble for entering a new country without:
 - a. Money.
 - b. The rest of their family.
 - c. Identification papers.
6. Many refugees live in special camps run by:
 - a. Charities.
 - b. Their new country.
 - c. The United Nations.
7. About 1 in 100 refugees can:
 - a. Return to their country.
 - b. Move to a second **new** country.
 - c. Speak English.

D. Watch the video again and answer the multiple choice questions above.

Check your ideas with a partner.

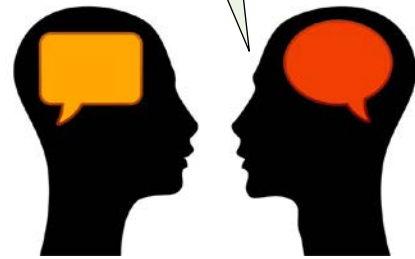
- Did you get the same answers?
- Check with your teacher and the rest of the group.



Speaking | Going on The United Nations

In small groups discuss these questions:

- Have you ever heard of the United Nations?
- Where is its main office?
- What kind of things does it do?



Reading

- A. Read the text below. Find three countries or organisations that help refugees.**
- B. Read it again and then read the extra sentences at the end of the page. How many words from the **Vocabulary** exercise can you find? Underline them.**

The United Nations and Refugees

The United Nations made laws to protect refugees in 1951. These laws tell all the governments in the world what they must do to help them 1. _____
The European Union 2. _____.

A refugee is a person who leaves their country because they could be hurt because 3. _____.
Some countries, like the UK, offer more help to refugees than the law says. For example, people can go and live in the UK if they are at risk of the death penalty or torture. The EU is also working on a system to make asylum laws in all the different EU countries as similar as possible.

Why refugees can't be sent home

The law says that people can't be sent back to a country 4. _____. Also, the UK will never send a person back to a country if they risk the death penalty.

UNHCR

The United Nations High Commission for Refugees (UNHCR) started in 1950. It protects refugees and gives them practical help but it 5. _____.
The UK supports the UNHCR and sends it money to help its work. The UK also protects refugees by offering them a safe place to live and it asks other countries to give them safe, new homes too.

- C. Tell a partner what the United Nations, the European Union, and the UK do to help refugees.**
- D. Put these phrases into the correct place in the text.**
- of race, religion, nationality or politics.
 - if they could be tortured.
 - also guarantees the right to ask for asylum.
 - and explain who is legally a refugee.
 - also works to end wars.



Grammar 1 | The Present Simple Positive and Negative



Read the sentences below about Hadjira and Ali who have moved to the UK from Syria. Finish the sentences with the correct form of the verb in brackets e.g. (*go*, *goes*, *don't go*, *doesn't go*).

The first two have been done as examples.

1. Like all humans, refugees want (*want*) to be happy.
2. Many refugees don't speak (*not speak*) the language when they arrive in their new country.
3. Ali is new in the UK. His school helps him so he _____ (*not worry*) about his lessons.
4. Children _____ (*learn*) new languages very quickly.
5. Ali's mother, Hadjira, _____ (*feel*) happy because Ali _____ (*enjoy*) school.
6. She _____ (*cook*) his favourite food when Ali _____ (*miss*) his grandparents.
7. The shops in Britain _____ (*not have*) all the food she _____ (*buy*) at home but they _____ (*have*) some of the things she likes.
8. Refugees like Hadjira often _____ (*not have*) identity papers when they arrive in the UK.
9. They usually _____ (*wait*) a long time for the right to stay in their new country.
10. Rumana is a lawyer. She _____ (*give*) legal advice to asylum seekers like Hadjira and Ali.

Grammar 2 | Extension for more confident students



Choose the correct verb tense for each sentence. The Present Simple (use for habits and things that are always true) or The Present Continuous (use for *temporary* things).

1. Ali and his sister Mina always **watch / are watching** TV after school.
2. Today, they **watch / are watching** football.
3. Watching TV **helps / is helping** them learn English.
4. They **support / are supporting** Manchester United.
5. They think about their friends in Syria. They **probably play / are probably playing** football right now!

Writing

Yesterday your friend Maria didn't go to class. Finish this note to Maria. Tell her what you learnt about refugees' rights and problems. Use **your own words**. Sign your note at the end.



Hi Maria,

I'm sorry you couldn't come to class yesterday.

We learnt about refugees. Now I know quite a lot about them.





Unit 2

Right to protection of property, housing

Look at the pictures of homes. Which one would you like to live in? Why?

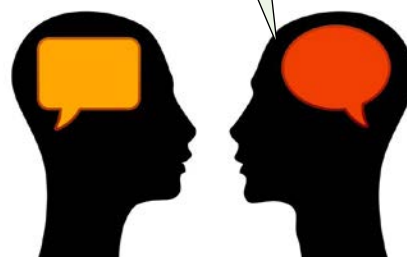
Speaking | Starting Out

Share your ideas about *home* in small groups. For example:

What does the word *home* mean for you?

Where do you live now? Do you want to stay there?

Where would you like to live?



Listening | Ruth's Story: One child refugee's journey from Eritrea to England

<http://www.bbc.co.uk/newsround/36714334>

Listen and watch a child refugee tell her story. What different ways did Ruth travel on her journey to the UK? What countries did she pass through?

Read the questions below. Ask your teacher about difficult words. Watch again. Then answer the questions with a partner. Check with the class. How much did you remember?

- Which country did Ruth come from?
 - Ethiopia.
 - Eritrea.
 - Egypt.
- Where was her home?
 - In the capital city.
 - In a busy town.
 - In a small village.
- Which two things were **not** near Ruth's home?
 - Fields and mountains.
 - Houses and trees.
 - Water and a school.
- Which job **didn't** Ruth do at home?
 - Look after animals.
 - Get water.
 - Chop wood.
- How long was Ruth's dad in the army?
 - Four years.
 - Five years.
 - Fifteen years.
- At what age do Eritrean girls marry?
 - Thirteen.
 - Fourteen.
 - Fifteen.
- What did Ruth want to do?
 - Marry.
 - Go into the military.
 - Study.
- Why didn't Ruth say goodbye to her family?
 - Her mum would cry.
 - Her mum would stop her leaving.
 - Her mum would come with her.
- Which two places did Ruth walk through?
 - Lake and forest.
 - Forest and desert.
 - Desert and lake.
- Which thing **wasn't** a problem in the lorry?
 - You couldn't talk to anyone.
 - You couldn't sit down.
 - You couldn't get out to go to the toilet.
- How did Ruth get into Britain?
 - Inside a box in an airplane.
 - Inside a box in a train.
 - Inside a box in a lorry.
- Who asked Ruth a lot of questions?
 - A lorry driver.
 - Her new foster family.
 - The police.
- What does Ruth like in Britain?
 - The language.
 - Going to school.
 - The culture.



Reading

A: Look at the pictures. What can you see? Check with your partner and your teacher.

B: Read the letter below. Why are these things in the letter?

Dear President Obama,

Remember the boy we saw on TV who was picked up by the ambulance in Syria? A big bomb fell on his house. Can you please go and get him and bring him to my home? We will wait for you with flags, flowers, and balloons. We can give him a family and he can be our brother. Catherine, my little sister, can collect butterflies for him. In my school, I have a friend from Syria, Omar. He can meet Omar and we can all play together. We can invite him to birthday parties and he can teach us another language. We can teach him English too.

Please tell him that his brother will be Alex who is a very kind boy, just like him. We know he doesn't have toys so Catherine can share her big, stripy bunny and I can share my bike and teach him how to ride it. I can teach him maths and he can hold Catherine's green penguin. She doesn't let anyone else touch it.

Thank you very much! I can't wait for you to come!

Alex
6 years old



C: Now answer the questions:

- Who is writing the letter?
 - Alex, a 6 year old boy.
 - The (former) President of the United States.
 - Omar.
- Who is he writing the letter to?
 - To a Syrian boy.
 - To President Obama.
 - To his brother and sister.
- Where does Alex live?
 - In Syria.
 - In a refugee camp.
 - In the United States.
- Why did he write the letter?
 - He saw a boy being saved on television.
 - He wants a brother.
 - He wants the President to give children toys.
- What does his letter say?
 - He wants to give toys to Syrian children.
 - He wants the President to visit him.
 - He wants a boy whose home was bombed to have a new family.



Speaking | Going on | Special Things: What makes a House a Home?

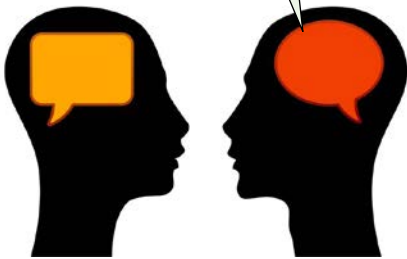
Refugees like Ruth often can't take anything with them when they leave their countries. The Syrian boy lost everything when his home was bombed. Talk to a partner:

Did you bring anything with you when you came to the UK? What was it?

Did you leave anything nice in your old home?

Imagine there is a fire in your house. All your family are safe. You have five minutes to save three things. What do you save?

What do you think makes a house into a home?

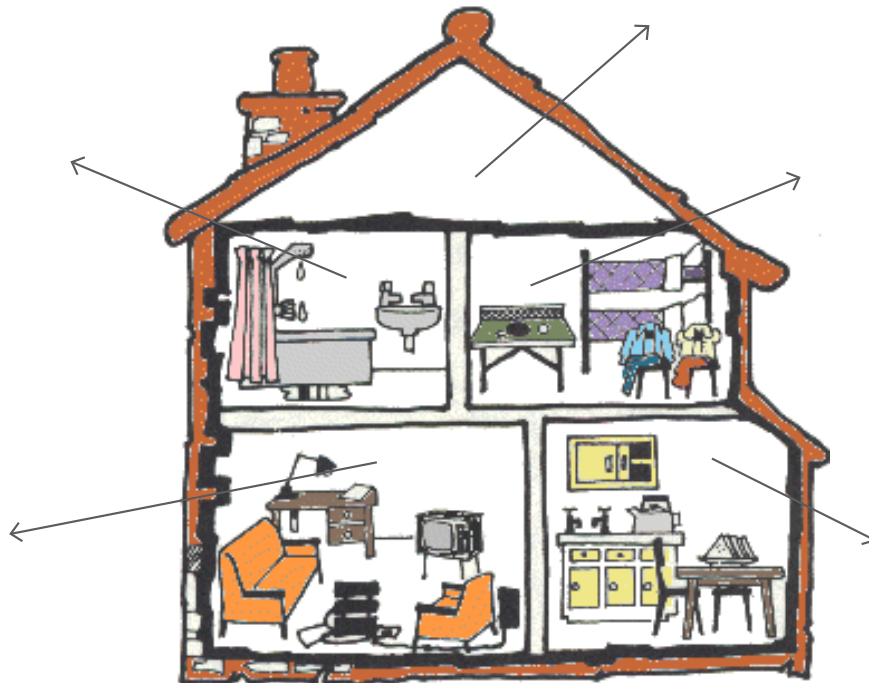


Vocabulary 1 | Homes and Contents


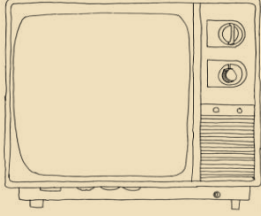
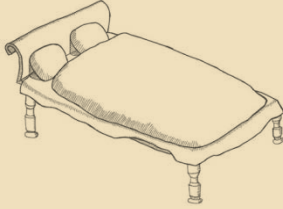


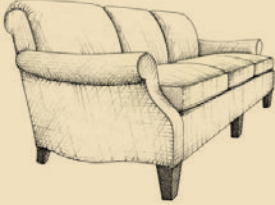









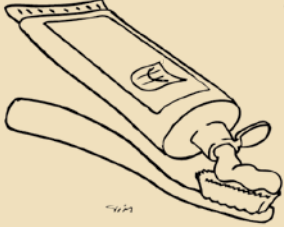


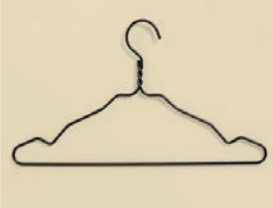

Exercise 1

A: Write these words next to the right rooms in the picture.

attic, bathroom, bedroom, kitchen,
living room



B: Your teacher will give you some word cards and some picture cards. Match the things in the pictures with the words. Read them with a partner. Check your pronunciation with the rest of the class.

			
			
			
			
			
cooker	television	bed	shower
fridge	sofa	mirror	shampoo
kettle	cushion	wardrobe	towel
saucepan	coffee table	duvet	toothpaste
sink	rug	coat hanger	basin

Write the words in the box below the name of the room you find them in. There are five things for each room. Check your ideas in small groups.

basin	cushion	rug	sofa
bed	duvet	saucepan	television
coat hanger	fridge	shampoo	toothpaste
coffee table	kettle	shower	towel
cooker	mirror	sink	wardrobe
kitchen	living room	bathroom	bedroom

Grammar

Exercise 1

can and can't

A: Alex and his mother are talking. Read the sentences:

- Which four sentences does Alex say?
 - Which two sentences does Alex's mother say?
 - Which room in the house are they in?
1. I'm just cooking. You **can** help me.
 2. I **can't** sleep. **Can** I read my book?
 3. Brush your teeth please. You **cannot** go to bed before you do!
 4. The weather is so nice today. **Can** we carry the food outside?
 5. I feel sick. **Can** I stay in bed mummy?
 6. This film is very good. **Can't** I go to bed when it finishes?

Grammar time:

We use **can** to say something is possible.

We use the negative **can't** or **cannot** to say something is **not** possible or not a good idea.

We use the *infinitive* after can/can't/cannot.

To make a question we put **can** before the subject.



Over to you:

B: Complete the gaps in the sentences with either *can* or *can't*.

1. Your friend _____ stay for dinner if she wants to.
2. We did maths today. Now I _____ add numbers.
3. _____ you help me with my homework?
4. _____ you pick up your toys please?
5. I'm sorry Alex, you _____ have more chocolate. It's bed time.
6. Drink some hot milk if you _____ sleep.
7. Refugees _____ go home to their countries, Alex. It's not safe.
8. I _____ hear you. Be quiet and go to sleep now!

C: Now write your own ideas about things you can do in different rooms in the house. Use *can* and *can't*. The first two have been done for you as an example:

1. You can cook in the kitchen.
2. You can't have a shower in the living room.
3. _____ in the kitchen.
4. _____ in the kitchen.
5. _____ in the attic.
6. _____ in the bathroom.
7. _____ in the bedroom.
8. _____ in the garden.
9. _____ in the living room.
10. _____ in the bathroom.



Vocabulary | Advice about Housing

Exercise 2

A: Work in small groups: How many different places to live can you think of?

B: Look at the pictures below. Read and say the words aloud with the class.



terraced house



semi-detached house



detached house



bungalow



block of flats



tower block

Which building is most like **your** home? What type of home is typical in the country you came from?

What are the good and bad things about living in these different types of home?

Do you have any problems in your home? You might think about **noise**, **heating**, or **space**?

Do you **know your neighbours** well? Do you **get on**?

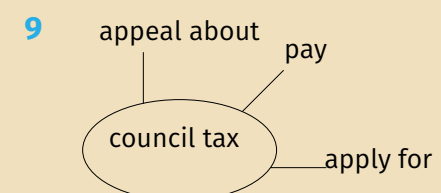
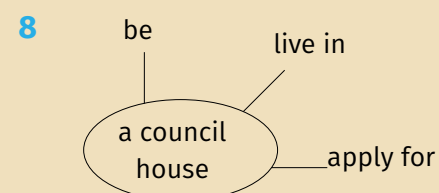
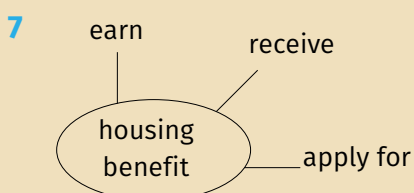
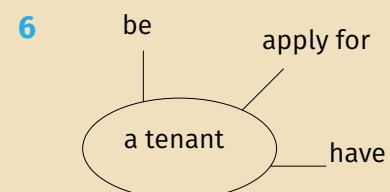
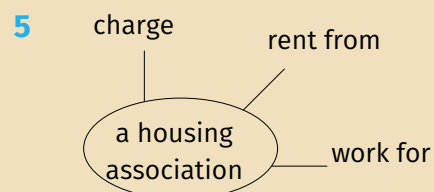
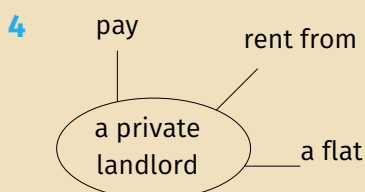
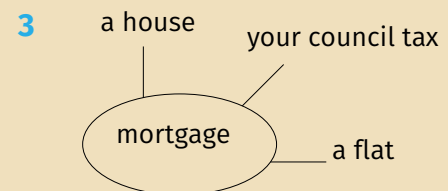
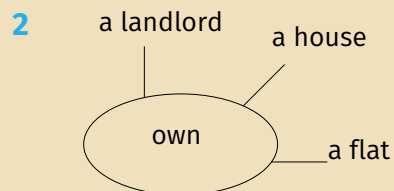
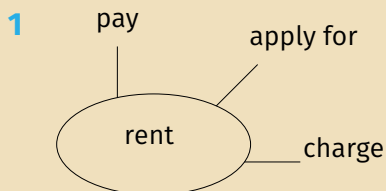


C: Look at the words on the left. Match them with definitions on the right. We've given you the first answer as an example.

1.	rent (v) (n) d	a.	Someone who rents their home. They are not buying it.
2.	own (v)	b.	A type of charity that builds and rents homes cheaply
3.	housing association (n)	c.	Money given by the council to help you pay your rent
4.	a private landlord (n)	d.	Pay to live in a place; 2. the money you pay to live there
5.	tenant (n)	e.	Borrow money from the bank to buy a house or flat
6.	housing benefit (n)	f.	To have something that is yours, not someone else's
7.	mortgage (v) (n)	g.	Money you pay to the council for services like rubbish collection
8.	council house / flat (n)	h.	The person who owns your home. You pay rent to them.
9.	council tax (n)	i.	A home owned by your local council that you can rent.

D: Collocations - Words that go together

Look at the groups of three words below. We can use two of them with the word in the circle. We can't use one of them because it does not go. Cross out the word we can't use. The first one has been done for you as an example:



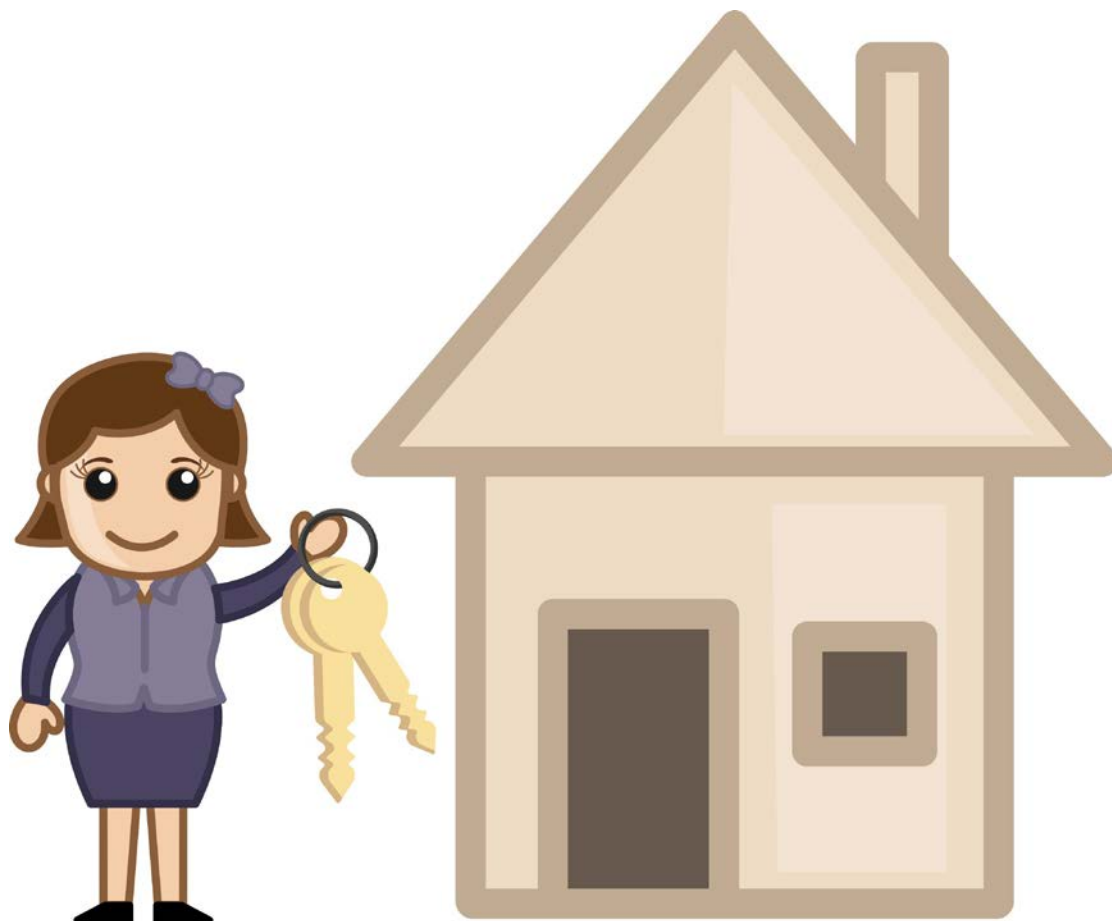
Grammar 2 | I would like to buy my flat. I want to apply for housing benefit.

Exercise 2

A: When we use a verb after I would like and I want, we put **to** before the verb. Look at the example sentences. Write similar sentences. Use some of

the vocabulary above.

1. I would like to own my house.
2. I don't want to rent from a private landlord.
3. I want _____.
4. I would like _____.
5. I don't want _____.
6. _____.
7. _____.
8. _____.



Writing 2 | Optional Extension: Leaving Home - Ruth's story

work on the farm / get married / forest
/ hyenas / desert / lorry / people
traffickers boat / hide / box
a lot of questions / foster family

Exercise 2

In pairs, look at the pictures telling Ruth's story again. Practice telling her story together. The words in the box can help you. How many of those things can you see in the picture?

Ask your teacher about other words you need. How much could you remember?

Now write Ruth's story. Don't write the picture numbers. Ask your teacher what tense to use.

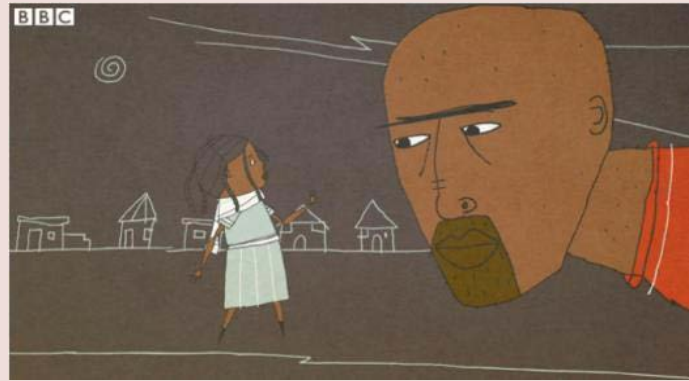


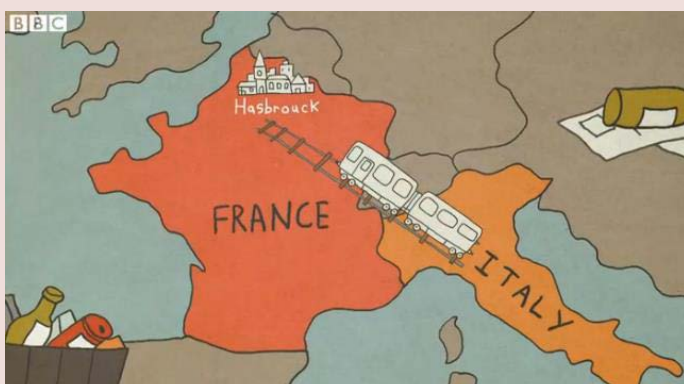
Writing: Take it further:

Add some words to link the ideas together e.g. *and, but, first, because, so, later, after that, in the end.*

Optional Activity Ruth's story in pictures

Look at the picture cards your teacher gives you. Can you put them in order to tell Ruth's story? Practise telling the story out loud with a partner.







Unit 3 Right to marriage, family life, child-care



Speaking

Exercise 1

Discuss these questions in groups:

Have you been to any weddings recently?

What is the difference between a wedding and a marriage?

Talk to your group about your marriage (if you are not married, talk about your parents' marriage).

Did you know your husband/wife before you married them?

How old were you when you got married?

Was it a love marriage or did your family choose your husband/wife for you?

Exercise 2

In group, discuss the pictures and match each picture with the following headings.

1. Arranged marriage
2. Forced marriage
3. Underage marriage
4. Registry marriage
5. Religious marriage



Vocabulary

Exercise 1

Pre-reading: Vocabulary Check. Match the words with the pictures:

Lawyer		1
Illegal		2
Minor		3
Wedding		4
Marriage		5
Exception		6
Permission		7
Welfare office		8
Imam		9
Registry office		10

Reading

Exercise 1

Read Mary's letter to her aunt and answer these questions:

1. How much older than Mary is the young man?
2. Does he like Mary? Why?
3. Why are Mary's parents against the marriage?
4. Is it OK for minors to get married?

Mary, a 14 year old girl, writes a letter to an aunt she deeply trusts:

Dear Aunt Anne,

I need your advice. I don't know what to do. Three months ago, I met a boy at a sports event. We fell in love and I am sure he is the one, so I would like to marry him. He is 17 and will take his final school exams next year.

He thinks I am gorgeous. However, my parents don't want us to get married as we are still too young.

Also, getting married under 18 is illegal. However, one of my Turkish friends told me that we could have a Muslim marriage celebrated by an Imam in a Turkish community. Can you advise me, please? You are a lawyer and you know things like that.

Love, Mary



Exercise 2

Now, read Mary's aunt answer and tick True or False.

My dear Mary,

I think your parents are right. In the UK, and in most European countries, marriage between minors is not allowed. If you want to get married, you need to be at least 18. Couples who want to get married need to be able to understand what they are doing to take full responsibility.

There is one exception. If one of the partners is a minor, but at least 16, parents can ask for permission from the family court. You could also ask permission from the welfare office or the registry office, but this permission is not easy to get.

Muslim people can be married by the Imam of their mosque but this marriage is not legal. If you want to get married legally, you must go to the registry office.

Also, a forced marriage in a foreign country is not legal in the UK. Forced marriages are not accepted in our country, because they are against Human Rights.

So, do not do anything at the moment and wait until you are eighteen. This is my advice to you.

Best wishes,
Aunty Anne

	True	False
1. Mary's aunt disagrees with her parents.		
2. You can sometimes get married even if you are minor.		
3. Marriages in a mosque are legal.		
4. To be married legally, you need to go to a registry office.		
5. Forced marriages are legal in Germany.		

Vocabulary

Exercise 2

Fill up the gaps with the words: permission, lawyer, Muslim marriage, arranged marriage, imam.

1. What would you do if you were Mary's mum/ dad?
2. Would you allow her to have a _____ in a mosque with an _____?
3. Would you give her _____ to meet him regularly as a friend until they grow older?
4. Would you organise an _____ so she stops thinking of him?
5. Would you go to a _____ to ask for advice?

Speaking

Exercise 3:

Now discuss the above questions in pairs.



Grammar

Exercise 1

Fill the gaps: Put the verbs between brackets in the Past Simple.

Mary has now turned 18 and has reached the age of majority. She and her friend Serap have decided to go on a trip without their parents. Mary writes to her mother:

Dear Mum,

Three days ago, we _____ (to arrive) at Paris.

The journey by train _____ (to be) rather nice. On our first evening, we _____ (to go) to the opera. We _____ (to watch) the Magic Flute by Mozart. That _____ (to be) really nice, with many colourful costumes and we also _____ (to like) the music very much. I think that from now on, I will go more often to the opera and Serap also _____ (to find) it very nice.

Yesterday we _____ (to go) to Saint Germain, by the river Seine. There, we _____ (to walk) along the river and _____ (to admire) Notre Dame and the beautiful buildings. I _____ (to eat) an ice cream and Serap _____ (to drink) a coffee. Then we _____ (to climb) the hill to the Sacre Coeur. Because it _____ (to be) hot we only _____ (to wear) a light top and a pair of shorts, so we _____ (to not sweat) too much. We _____ (to take) a lot of pictures that I will show you when I get home.

See you soon,
Mary



Grammar

Exercise 2

Read the text again and write the verbs in the correct column.

Regular verbs	Irregular verbs

Reading

Exercise 3

Read the text below and answer the following questions:

1. What was Mary's job?
2. Why did she stop working?
3. Why does she need a new dress?
4. Why does she want to go back to work?
5. Does her husband earn a lot of money?
6. Do they have any plans for summer?
7. What is happening next door?
8. What are Mary and her husband going to do about that?



Mary is now 32. She studied at university and worked for some time as a Maths and Physics teacher. Then she had two children. She now looks after her children and is concerned with their education and works no longer. Her husband Paul works in a small company as a construction engineer, but his salary is not very high.

In the evening Paul comes home:

Paul: Good evening, my darling. How are you? Did you and the children have a good day?

Mary: Oh, no. Today the children were naughty and I have nothing to wear for our visit to the theatre tomorrow.

Paul: What? Nothing to wear? Your wardrobe is full.

Mary: Men don't understand this. Also, we are going with the Stewarts to the theatre and Lisa Stewart knows all my dresses. I need something new!

Paul: But darling, smart dresses are expensive. And we want to travel to South Africa with the children this summer. We have no money for new dresses.

Mary: I told you that I wanted to start work again. What did I study for? I want to take up a full-time job at school again and you can go on paternity leave.

Paul: Yes, it could work. Well, I talked to my boss. But he said if I took a year's parental leave from the company, I could forget my career in the company. And you know how hard it is to find a well-paid post. Also, my colleagues don't think I should look after the children and be a house husband.





Mary: But if I stay at home and don't earn money, we will never have a marriage based on partnership as we always wanted to.

Suddenly loud crying and screaming can be heard from the neighbours' flat.

Mary: Goodness me. The neighbour is hitting his children again. Will that never end? We have to do something.

Paul: Yes, but what? I talked to the man. He says that he won't give up his right to educate his children because of laws. He thinks that a slap across the face or a smack aren't harmful.

Mary: Well, this does not sound like a smack.

Paul: No, tomorrow we will go to the youth welfare office and file charges.

Speaking

Exercise 4

In group discuss the following questions:

1. What do you think of a man who stays at home to look after the children while his wife works?
2. What do you think of the neighbour?
3. What would you do if your partner was hitting your children?
4. What do you do when your children do something wrong?
5. Do you think it is legal for parents to hit their own children?
6. What are the advantages and disadvantages of a woman who works? Make a list of these advantages and disadvantages.

Advantages	Disadvantages

Exercise 2

Try to guess what happened to Mary from the age of 14 until the age of 26 when she got married to Paul.



Write some sentences (in past simple).

Listening

Pre-listening: Do you know what these words mean: **oppressed, abuse?**

Exercise 1

Listen to the Imam

1. What is the topic of his talk?
2. How does the video end? What can you read?

Exercise 2

Listen again and tick True or False.

	True	False
1. Women are the only ones that suffer from forced marriage.		
2. Islam encourages forced marriage.		
3. Girls can say "no" to marriage.		
4. Parents have the right to decide for their children.		

What are the consequences of forced marriage?

(Source: <https://goo.gl/e6U6eD>)



Unit 4

Right to education



Speaking

Exercise 1

Look at the pictures of education and talk about the different types of students and what they are studying. What was your experience of education as a child?



Listening

Watch the video and then answer the questions below.

(Link: goo.gl/4CqiYB)

1. What is the video about?
2. How does Jamie get to school?
3. What subjects do the children study at school?
4. What other things do the children do at school?
5. What do they wear to school?
6. What time do the children start school?
7. What time do they finish school?
8. Where do they eat their dinner?
9. Where do they do their lessons?
10. What are some of the differences and similarities between school in the UK and in your home country?

Extension task: Watch the video again and write a paragraph describing Jamie's day at school.

Grammar

Exercise 1

Choose the correct word in these sentences:

1. Jamie starts school *at/on* 8.50am.
2. Children go to school *on/at* weekdays.
3. There are three school terms and the spring term starts *on/in* January.
4. In Nasreen's school lunchtime is *in/at* 12.15pm.
5. Children have about 6 weeks off school *in/at* the summer.
6. There is no school *on/in* Saturdays and Sundays.
7. Maryam's school day finishes *in/at* 3.15pm.
8. Syeda keeps her school books and pens *in/on* her rucksack.
9. Matthew eats his lunch *in/at* the dining room when he is *at/on* school.
10. Jane's teacher displays her work *on/in* the wall of the classroom.



Speaking

Exercise 2

Look at the pictures of children walking to school in different parts of the world. Do you think it's easier and safer for some children to travel to school than others?



Reading

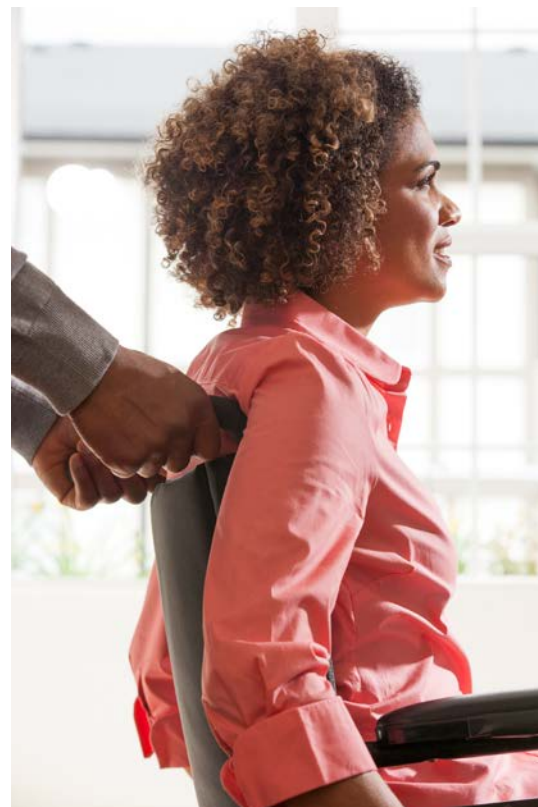
Read the story and answer the questions below.

Sara is 11 years old. She lives in the UK with her mother and 2 younger sisters. She likes going to the park with her sisters and playing on the swings. Sara's mother is disabled and uses a wheelchair when she goes out. She finds it difficult to get up in the mornings and can't go to the supermarket on her own.

Sara gets up early and makes breakfast for her sisters. She gives her mother her tablets. She washes the dishes and cleans the kitchen. She goes to the supermarket to do the shopping for the family. Sara is often late for school. If her mother is sick she stays at home to look after her.

1. How old is Sara?
2. How many sisters does Sara have?
3. What does Sara like doing with her sisters?
4. Why can't Sara's mother go to the supermarket?
5. What responsibilities does Sara have at home?
6. Why does Sara not go to school every day?

Extension task: Do some research to find out where Sara could get some support to help her attend school more often and to look after her mother.



Speaking

Exercise 3

Education is a human right and everyone has the right to education. Education should be free at primary level and all children should be able to go to school.

Talk about Sara's story and think about how she is being denied the right to education.

Talk about other situations around the world where children are denied the right to education.



Grammar

Exercise 2

When we use the present simple tense in English we change the verb depending on who the subject of the sentence is. Look at the examples in the chart:

I	like
You	like
She	likes
He	likes
It	likes
They	like
We	like

Complete these sentences choosing the correct form of the verb.

1. We _____ (wear/wears) a school uniform for school.
2. They _____ (want/wants) to go to school but there is no school in their village.
3. I _____ (travel/travels) to college by bus.
4. Eleni _____ (study/studies) Chemistry at university in Manchester.
5. Ashish _____ (eat/eats) his lunch at school.
6. In the UK children _____ (start/starts) school when they are 4 years old.
7. The girls _____ (walk/walks) 2 miles to school every day.

Extension task: Write 5 more sentences about yourself using some of the verbs from the task above.



Vocabulary

Exercise 1

Match the words with the definitions.

1. Education	a) A school that children in the UK go to between 11 and 18 years old
2. Primary School	b) Special clothes that children wear to go to school
3. College	c) A bag that children often use to take their books, pens and other equipment to school
4. Secondary school	d) A room where learning takes place
5. School uniform	e) A school that children in the UK go to between 4 and 11 years old
6. Rucksack	f) The process of teaching or learning, especially in a school or college
7. Classroom	g) A place where adults study to earn a degree
8. University	h) A place where young people between 16 and 18 or adults of any age can go to study



Vocabulary

Exercise 2

Choose the correct word from the box to go in these sentences

student, teaches, responsibility, equal education, qualifications, learns, deny

1. Ahmed _____ English at college on Mondays and Wednesdays.
2. Rachel _____ Maths to a class of 17 and 18 year olds.
3. I am a teacher and I have a _____ to teach the children in my class.
4. It is wrong to _____ a child the right to education.
5. Cameron is a _____ at the local college where he learns English.
6. Girls and boys have an _____ right to education.
7. Children must stay in _____ until they are 18 years old in the UK.
8. GCSEs and A Levels are examples of _____ that children work towards in school or college.

Extension task: Work with a partner and take turns to choose a word from the box at the top of this exercise and say a sentence containing the word.





Unit 5

Work-related rights



3

Speaking

Starting off

In groups, talk about the jobs in each picture.

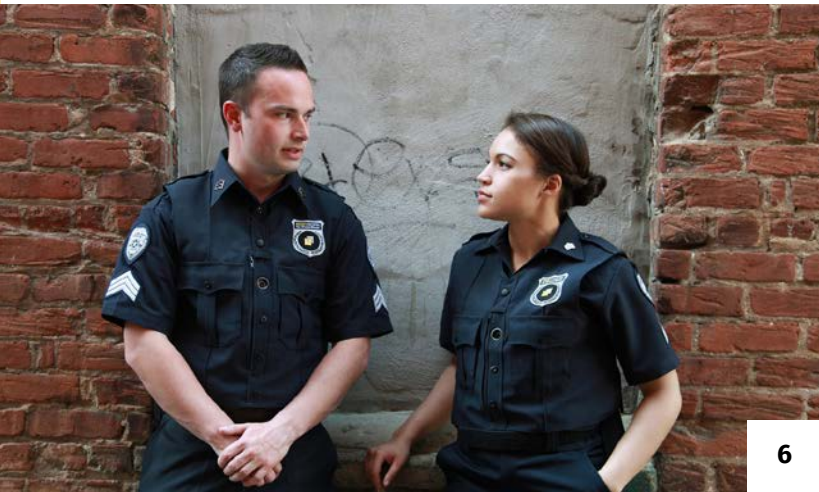
Match the words with the pictures:

Place of Work

Call Centre, School, Supermarket, Office, Hospital, GP Practice, Hairdressers, Court, Farm, Police Station,

Job Title

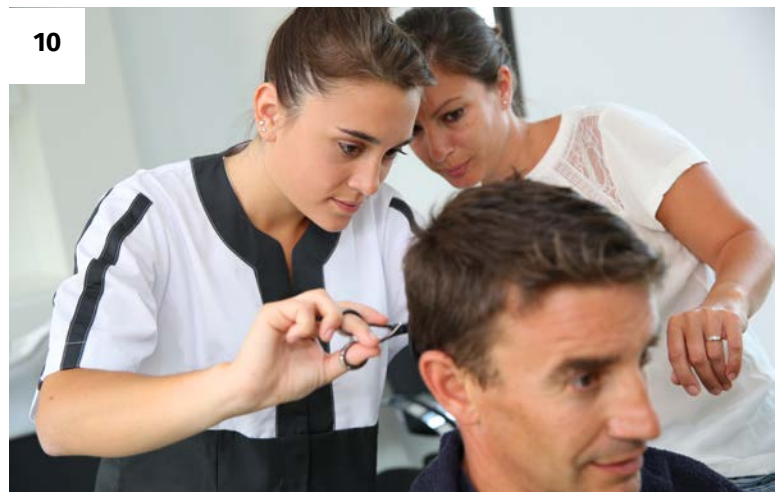
Doctor, Nurse, Hairdresser, Lawyer, Farmer, Shop Assistant, Police Officer, Receptionist, Call Centre Assistant, Teacher



6



9



10

Listening

Racism at work. Listen to the clip then tick (✓) true or false.

goo.gl/dyby1M

Statement	True	False
It is against the law for your employer to treat you unfairly because of your race, colour, or nationality.		
It is not against the law if someone discriminates against you because of your religion or beliefs.		
An employer can advertise a job that you can apply for only if you have UK qualifications.		
If I am being treated unfairly, I should tell my manager and get advice.		



Reading

Read the information below and discuss the questions in groups.

What can I do if my employer treats me unfairly because of religion or beliefs?

You are protected by law if someone you work for treats you worse than other workers because of your religion or beliefs. If you are treated worse than other workers because of your religion or beliefs, this is called discrimination.

Discrimination at work because of your religion or beliefs could include:

- Advertising for job applicants of one religion only.
- Requiring you to dress in a certain way, for example, requiring all women to wear a short skirt. This would not be acceptable for women of several different religions.
- Making you work at times that are against your religion.
- Bullying at work because of your religion. This is also known as harassment – see below.

What is meant by religion or beliefs:

You are protected from discrimination at work because of your religion or beliefs if you:

- Belong to an organised religion such as Christianity, Judaism or Islam.
- Have a profound belief which affects your way of life or view of the world, such as humanism.
- Take part in collective worship.
- Belong to a smaller religion or sect, such as Scientology or Rastafarianism.
- Have no religion, for example, if you are an atheist.

It is against the law for someone to discriminate against you at work because of your religion or beliefs. The person bullying you may be your employer, or it may be a colleague. Someone is bullying you if you find their behaviour towards you offensive, frightening, degrading, humiliating, or in any way distressing. It may be intentional or unintentional.

1. What is discrimination at work?
2. What does religion and beliefs mean?
3. Discuss examples of religious discrimination.
4. What should you do to stop discrimination?



Speaking – Going on

Look at the pictures. Compare the jobs. Which job do you prefer and why?

Extension task: Work in pairs. You are at a job interview. One person can be the employer who interviews the candidate. Present your role play to the class.



Vocabulary

Exercise 1

Match the descriptions on the left hand side to the matching definition on the right hand side.

The right to work a maximum number of hours a week.	Women who work have the right to take time off work to have a baby. This is called maternity leave. You can take up to 52 weeks of maternity leave. Some people can get paid paternity leave from work when their wife or partner has just had a baby.
The right to paid holiday.	You should not have to work more than 48 hours a week, unless you have agreed this with your employer in writing.
The right to health and safety protection.	If you work five days a week, you have the right to 28 days of paid holiday a year.
Parental rights at work.	The very least your employer must pay you is an amount called the National Minimum Wage (NMW). This will depend on your age.
The right to be protected from discrimination.	You must be allowed to leave your job if you no longer want to work there. No one, including your employer, can stop you from doing this.
The right to leave your job.	Your employer must make sure that your workplace is safe for you to work in. This means that they must make sure you can do your job in a way which won't injure you or make you ill, and that you understand the safety rules.
The right to a minimum wage.	All workers in the UK have the right to be protected from discrimination by their employer. This includes discrimination because of your age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexuality.



Writing

Practise filling in a job application form.

Application for employment

About the vacancy

Vacancy applied for		Vacancy number	
Employer's name			
Return this form to		Closing date	... / /
Personal details			
1	Title	Mr <input type="checkbox"/>	Mrs <input type="checkbox"/>
		Miss <input type="checkbox"/>	Ms <input type="checkbox"/>
		Other <input type="checkbox"/> Please specify	
	Surname		Other names
2	Address		
3	Full daytime phone number	Full evening phone number	
4	E-mail address		
5	Driving licences held		
	Include any points on your licence and the reasons for them		
6	Work History Start with your most recent job and work back. Continue on a separate sheet if necessary	Employer	Position held and description of duties
			Reason for leaving
7	Education and training Start with the most recent and work back. Continue on a separate sheet if necessary.	School or other place	Course studied and qualifications achieved

<p>8 <i>Do you hold a current valid passport or ID card?</i> For overseas vacancies only</p>	<p>Yes <input type="checkbox"/></p>		
<p>9 <i>Any other evidence to support your application?</i> For example, experience relevant to the job you are applying for.</p>			
<p>10 <i>If there is an age limit on the vacancy, tick this box that you meet the age requirement</i></p>	<input type="checkbox"/>		
<p>11 <i>References</i></p>	<p>1</p> <p>Phone number</p>		<p>2</p> <p>Phone number</p>
<p>12 <i>If you require any particular arrangements when attending an interview, please give details.</i></p>	<p>Occupation</p>		<p>Occupation</p>
<p>13 <i>If the employer uses the disability symbol, tick this box if you have a disability and want to ask for a guaranteed interview if you meet the minimum criteria</i></p>	<input type="checkbox"/>		
<p>14 <i>I confirm that to the best of my knowledge, the information I have given to this form is correct.</i></p>			
<p>Signature</p>		<p>Date</p>	<p>/ /</p>



Unit 6

Health-related rights

Speaking

Exercise 1

Look at these pictures. What do they all have in common?



5



8

Vocabulary

Exercise 1

In group, discuss the pictures and write the number of each picture in the table.

	Picture number
An illness.	
National Health Service.	8
A vaccine.	
Healthy eating.	
An operation.	
Healthy life style.	
A consultant.	
Non-emergency number.	

Speaking

Exercise 2

What is the NHS ? What do you know about it?

What experiences have you and your family had using the NHS?

Did you have to wait for an appointment?

Reading

Exercise 1

Read the text about the NHS and tick YES or NO.

The NHS is the UK's state health service which provides treatment for UK residents. Some services are free but others have to be paid for. A person who is resident in the UK gets free treatment from a GP or a hospital. A person is a resident if legally living in the UK for at least six months. Students and visitors who are going to stay in the UK for less than 6 months are not resident and have to pay for their treatment. If you need immediate medical assistance (because of an accident) telephone 999 – the call is free. An operator will ask you which emergency service you require (fire, police, or ambulance). You will need to tell the emergency services what has happened and where you are. If someone is injured and needs to go to hospital an ambulance will arrive and take them to the nearest hospital with an emergency department. If you need urgent treatment but are well enough to travel, do not call an ambulance. You need to use other transport to go to the nearest Accident and Emergency Department.

	Yes	No
1. You are an asylum seeker who arrived in London 18 months ago with your family. You are waiting for the Home Office to decide if you can stay permanently. Do you have the right to use NHS services for free?		
1. The NHS is free to anyone who lives in the UK.		
1. Your mother came from Pakistan for a visit. Can she get free treatment?		
1. All NHS treatment is free.		
1. The number to call in case of emergency is 999.		
1. Your daughter has a headache but is playing nicely and eating well. Do you call 999?		
1. When you call 999, the operator asks you if you want to speak to the police.		

Reading

Exercise 2

Describing symptoms

Now you are going to read a story about Nina.

Read the story and then answer the questions

“Today I feel very sick. I think I have got a cold. I have got a headache and a sore throat. I also have an earache and I'm coughing. I feel terrible. I can't go to work. I have an appointment with the doctor today at 2:00. I hope I feel better tomorrow.”

1. How does Nina feel today?
2. What are her symptoms?
3. What is she going to do?
4. Read the story one more time. Underline the verbs.



Vocabulary

Exercise 2

Look at the pictures and answer the questions with a



number.

Who has got a stomach ache?

Who has got a fever?

Who has got a runny nose?

Who has got a sore throat?

Who has got a backache?

Who has got a headache?

Grammar

Exercise 1

Fill in the blanks with the correct form of have got .

- I _____ a cold.
- He _____ a sore throat.
- My daughter _____ the flu.
- _____ you _____ a headache?
- My husband _____ toothache.

Speaking

Exercise 3

Work with a partner to role-play a visit to the doctor's office.

Your partner is the doctor and you are the patient.

The doctor should ask what your symptoms are and also give you advice (you should...).

Grammar

Exercise 2

Fill in the blanks with the correct form of the verbs "have" or "feel". When you finish, practice this conversation with a partner.

A: Hi Fatema. How are you?

B: I _____ terrible.

A: What's the matter?

B: I _____ a headache and a sore throat.

A: That's too bad. Do you _____ a cold?

B: Yes. I _____ an appointment to see the doctor today.

A: Well, I hope you _____ better soon.

B: Thanks Nayla.

Writing

Exercise 1

Now, write about how you feel today and say why. (Write 30 words)



Listening

Exercise 1

You will watch Carly's cartoon story as she is forced to flee her home and leave everything behind. Circle the correct answer.

1. Is her trip safe?
 - a. No, she is hungry and un-protected.
 - b. Yes, she eats healthy food and is treated well.
 - c. Yes, she wears clean clothes and shoes and travels through safe roads.
2. Does she travel with adults?
 - a. Yes, and they always make sure she sleeps well and has a bath in a safe shelter.
 - b. Yes, and they give her medicine and take her to a doctor if needed.
 - c. No, and she faces danger and racism on her own.
3. What happens in the end?
 - a. She finds a new and safe home where she is not hungry and thirsty anymore.
 - b. She gets sick because of the weather and the lack of food.
 - c. She is mentally ill because of people's racism and cannot recover.
4. Answer the following questions:
 - a. Does Carly only survive or does she have a good and healthy life at the end?
 - b. Can children live a good and healthy life with no one looking after them?
 - c. Do young refugees attend school and learn about health matters?
 - d. Does everyone have the right to travel on safe roads and be treated in public hospitals?

(Source: <https://www.youtube.com/watch?v=oF1HGfg2bSo>)



Reading

Exercise 3

Read the text about a new website application that is created by the international collective Doctors of the World. Then, circle the right answer.

International medical charity Doctors of the World is starting a website to help refugees find free healthcare.

The ClinicFinder website is a mobile-web application to provide simple and clear information about free healthcare and medical services for refugees and migrants across Europe.

The website shows on a map the nearest free health clinics and what services can be found. Language options include English, Arabic, Farsi, and French. There are already over 70 health clinics in 16 countries on ClinicFinder, and the number is going to grow.

Doctors of the World is asking organisations and health professionals helping refugees across Europe to show their patients the website and explain how it can help them as they continue their journey. ClinicFinder was created after Doctors of the World UK met TechFugees which is an organisation that helps refugees. They then met Daniel Yu who gave his time and expertise to support the project.

(Source: [http://www.healthmatters.org.uk/public-health/medical-charity-launches-web-app-to-help-refugees-](http://www.healthmatters.org.uk/public-health/medical-charity-launches-web-app-to-help-refugees-find-healthcare/)

[find-healthcare/](#))

- Who are the Doctors of the World?
 - A collective of doctors across the world volunteering their medical service.
 - A collective of volunteers teaching language for immigrants and refugees.
 - A collective of volunteers discussing women rights.
- What is this text for?
 - To inform about phone help lines.
 - To inform about free medical services.
 - To inform about legal services for asylum seekers.
- Who can benefit from the services of the Clinic Finder?
 - Local people with public health insurance.
 - Local people with private health insurance.
 - Immigrant or refugee people in medical need.
- What information is listed on the new website?
 - Nearby clinics and health professionals offering free medical service in 16 cities in Europe.
 - Advice about hygiene.
 - Nearby free laundry places and groceries.



Vocabulary

Exercise 3

Put the words in the correct column.

doctor, pharmacist, eye drops, antibiotic, vaccine, hospital, clinic pregnancy, gynecologist, fever, temperature, heart attack, headache, toothache, tablets, ambulance, general practitioner, ophthalmologist, psychologist, stomach ache, emergency room, dentist, ointment, capsules

Person	Place	Symptom/illness	Medicine

Exercise 4

Read all these words. Underline the ones you don't understand.

clean water	education	medical care
fundamental human right	paid holidays	social services
ill	nutritious food	rest and leisure
Sick	heating	primary health
mentally and physically well	break	immunisation
family planning	security	protection from violence

Work individually. Fill in the sentences with words from the Vocabulary 2 list.

- To be healthy, you need _____.
- _____ helps us stay healthy.
- Everyone has the right to have a _____ from work. This is called _____.
- Everyone has the right to _____. This is why NHS _____ is free.
- Health is more than not being _____. It is to be _____.
- Some people need _____. They can find help at _____.
- If you want to stop having children, _____ can help you.

Vocabulary

Exercise 3

Person	Place	Symptom/illness	Medicine
doctor pharmacist gynaecologist general practitioner ophthalmologist psychologist dentist	hospital clinic ambulance emergency room	fever temperature heart attack headache toothache stomach ache	eye drop antibiotic vaccine tablets ointment capsules

Vocabulary

Exercise 4

1. Clean water
2. nutritious food
3. Break - paid holidays
4. Medical care - primary care
5. – mentally and physically well
6. Protection from violence - social services
7. Family planning



Unit 7

Right to life, prohibition of torture and inhuman treatment



Speaking - Starting off

Discuss these pictures as a class.

Listening

Convention against Torture

Listen to the video clip about the Convention against Torture (CAT) and how CAT is relevant to a refugee.

goo.gl/wewl37

As a class, discuss the differences between the Refugee Convention and the Convention against Torture.

Listen to the video clip about the Optional Protocol to the Convention against Torture. goo.gl/3v52Fp

As a class, discuss whether the Optional Protocol to the Convention against Torture is important.



Reading

Read Farida's case below. In pairs, discuss the following questions then present your ideas to the group.

- Why can't Farida return to Iran?
- Why can Farida ask for protection?
- What Article can Farida use to appeal the UK's decision to deny her protection?

Farida is a young girl from Iran who left her country at the age of 15.

Farida used to stand in the school yard talking to her friends about the hijab, saying that she did not like it and did not understand why she had to wear it. One day, the head teacher told Farida that she mustn't talk to other students about the hijab and if she did, she would be arrested. Farida got scared so she promised that she wouldn't talk about it again.

A week later, Farida asked her father for permission to sleepover at her uncle's house and her father agreed.

While Farida was sleeping at around 4 o'clock in the morning, her mum came to her uncle's house in a panic and told Farida that she must leave the city as the police were at their house wanting to arrest her. Farida was shocked and scared and she could not believe this was happening to her even though she knew (after the Islamic Republic came in to power) many people were put in prison and were tortured.

Farida could not stay in her home city and needed to move away to save her life. She lived in hiding for 3 years and then she managed to escape to the UK and ask for protection.

The UK government refused her claim for protection and she had to take a legal action with the help of a solicitor to prove to the UK government that under Article 2 and 3 she had the right to life and protection.

The Government has a legal obligation to take measures to safeguard all life by making and enforcing laws to protect us.

Speaking – Going on

As a class, discuss the following topics.

1. What is inhuman treatment? Can you give an example?
2. Who protects us from harm and protects our right to life?



Vocabulary

Exercise 1

Match the picture with the word.

Abuse	
Justice	
Inhuman treatment	
Life	
Punishment	

Vocabulary

Exercise 2

Match each word (number) to the right definition (letter).

1. Right to Life	A. Leaving one's own country to settle permanently in another country; moving abroad.
2. Torture	B. A person's psychological and emotional well-being.
3. Human Rights	C. People must not kill other people.
4. Emigration	D. Being free within society from oppressive restrictions on one's behaviour or political views.
5. Law	E. Treating different categories of people unfairly, especially on the grounds of race, age, or sex.
6. Punishment	F. Inflicting severe pain on someone as a punishment or in order to force them to do or say something.
7. Treatment	G. Rights which belong to every person.
8. Mental Health	H. Medical care given to a patient for an illness or injury.
9. Liberty	I. Free from outside control; not depending on someone else.
10. Discrimination	J. Requiring someone or something for financial or other support.
11. Dependent	K. The system of rules which regulates the actions of its people and which is enforced by imposing penalties.
12. Independent	L. Inflicting a penalty as retribution for an offence.

Grammar

Exercise 1

Complete the sentences below with 'must' or 'mustn't'.

1. People _____ kill other people.
2. People _____ discriminate against someone because they are old.
3. We _____ obey the law.
4. Doctor's _____ give treatment to someone who is ill.
5. Governments _____ torture other people.
6. We _____ respect other people's rights.

Grammar

Exercise 2

Put the sentences in the correct order.

1. I / if someone threatens me. / can call / the police
2. anyone. / can't / You/ torture
3. us./ The / can protect / Government
4. physical and / mental / suffering./ Inhuman treatment / can cause



Language Reference

Unit 1

Present simple and present continuous

Present simple describes a situation which happens regularly or is permanent.

- Paula **lives** in Stockholm.

Present continuous describes a situation in progress or temporary situation.

- Paula **is living** in a refugee camp while she is waiting for her permission to stay in Sweden.

State verbs

State verbs are *verbs* that express a state rather than an action. They usually relate to thoughts, emotions, relationships, senses, states of being and measurements. These verbs are not usually used with -ing in continuous tenses even though they may take on time expressions such as now and at the moment. We use the simple tenses for them.

- Maria **feels** unwell today. She **has** a bad cold.
- She **is** a refugee.

Past simple and past continuous

Past simple describes:

Events or actions in the past.

- The UN delegation **visited** this refugee camp last year.

Events or actions which happened for a long time in the past.

- She **lived** in Lebanon for three years, from 1995 to 1997.

Events or actions which happened one after another in the past.

- I **met** Jessica, then we **went** to the restaurant and later we **went** to the cinema.

Past continuous describes:

An activity which started before and continued **until** an event in the past.

- I **was calling** the Consumption Agency when my telephone switched off.

An activity which started before and continued **after** an event in the past.

- I **was talking** to the desk officer at the Consumption Agency when Mathew arrived.

State verbs are normally used in the past simple.

Used to

We use **used to** in the past to describe situations or states which are not true in the present.

- Paula **used to** be a dancer.

We use **used to** in the past to describe repeated activities or habits which do not happen now.

- Paula **used to** dance a lot when she was young.

Unit 2

Future simple – will, be going to

Simple Future has two different forms in English: “**will**” and “**be going to**.” Although the two forms can sometimes both be used, they often express two different meanings. These meanings might seem abstract at first, but with time and practice, the differences will become clear. Both “will” and “be going to” refer to a specific time in the future.

Will suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use “will” to respond to someone else’s complaint or request for help. We also use “will” when we request that someone help us or volunteer to do something for us. Similarly, we use “**will not**” or “**won’t**” when we refuse to voluntarily do something.

- I **will** clean the kitchen.
- I **won’t pay** the bill for you.

Will is usually used in promises.

- I **will** do my homework in the afternoon.

Will is used in instant decisions.

My Greek lesson is cancelled. I **will go** for a walk.

“Be going to” to Express a Plan

“**Be going to**” expresses a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

- I am going to live in Canada with my uncle.

Both “**will**” and “**be going to**” can express the idea of

a general prediction about the future. Predictions are guesses about what might happen in the future. In “prediction” sentences, the subject usually has little control. In the following examples, there is no difference in meaning.

- The new documentary on refugees will be very successful.

We use the simple future in conditional sentences type one.

- If I am eligible, I’ll apply for a heating allowance.

No Future in Time Clauses

Like all future forms, the Simple Future cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Simple Future, Simple Present is used.

- When I finish my housework, we will go for lunch.

Unit 3

Present perfect and past perfect

Present perfect

An action that started in the past and continues to the present.

- I **have lived** in this city for six months.

An action that happened before now (unspecified time)

- I **have been** to Japan twice.

Past perfect

An action that happened before a time in the past:

- When I arrived at the office this morning, I discovered that I had left my computer on the night before.

Unit 4

Countable and uncountable nouns

In English grammar, countable nouns are individual people, animals, places, things, or ideas which can be counted.

- I have **two** best **friends**.

Uncountable nouns are not individual objects, so they cannot be counted.

- The **news is** very good.

The grammar for countable nouns

A or **an** is used in the singular.

- **A** flower
- **An** apple

Can be made plural.

- Flowers
- **Apples**

Some and **any** are used in the plural.

- **Some** flowers
- **Any** apples

Few and many are used in the plural.

- **Few** flowers
- **Many** apples

The grammar for uncountable nouns

A and **an** cannot be used with uncountable nouns.

- I need **information**.

Cannot be made plural.

- They play good **music**.

The verbs are used in the singular with uncountable nouns.

- The news **is** good.

Some, any, little and much are used in the singular.

- **Any** information
- **Some** food
- **Little** homework
- **Much** homework

Other words are used to refer to quantity.

- **A piece of** advice.
- **A cup of** tea.
- **A big amount of** money.

Unit 5

Comparative of adjectives

It is used when we want to compare two people, animals or things in general.

Forming comparatives of adjectives

Adjectives with one syllable and most two syllable adjectives.

- We form the comparative by adding “**er**” to the adjective and the word “**than**” after it.
 - small----- smaller than
- When the adjective ends in **a consonant preceded by a vowel** we double the consonant and add “**er**”.
 - big----- bigger than

When the adjective ends a “**e**”, we only add “**r**”

- nice----- nicer than
- When the adjective ends a **-y preceded by a consonant**, the **-y** changes into **-i** and we add “**er**”
 - happy----- happier than

Adjectives with more than two syllables

- Adjectives with more than two syllables form comparative with the word “**more**” before the adjective and the word “**than**” after it.

Example: intelligent----- **more** intelligent **than**.

Irregular comparatives

- Good--- **Better**
- Bad--- **Worse**

Unit 6

Passive voice present simple / Passive voice simple past tense / Passive voice future

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

We form the passive voice with the appropriate form of the verb ‘to be’ + past participle.

Affirmative

- The roads **are repaired** every year in order to prevent from accidents.

(= we are interested in the roads, not in the people who are doing the repairs.)

Negative

- The roads **are not repaired** every year.

Interrogative

- Are** the roads **repaired** every year?

We use the passive voice when we don’t know or do not want to express who performed the action.

- Every year thousands of people **are killed** on the roads of our countries.

Use of active voice will make writing clearer and easier to read.

- Our capital city is wrapped in exhaust gases.
- Exhaust gases **wrap** around our capital city.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in the person, it is preferable to use the active voice.

- The [Curie Institutes in Paris](#) and [in Warsaw](#), two major centres of medical research, **were founded** by Marie Skłodowska Curie.
- Marie Skłodowska Curie **found** the [Curie Institutes in Paris](#) and [in Warsaw](#), two major centres of medical research.

Conjugation: Subject + be (conjugated) + past participle + rest of sentence

Passive voice present simple

- Waste materials **are disposed** in hospitals every day.

Passive voice simple past tense

- Waste materials **were disposed** in the hospital last night.

Passive voice future

- Waste materials **will be disposed** in the hospital last night.

The verb “to be born” “ is a passive form and is most commonly used in the past tense. However, in some cases, the present or future tense is appropriate.

- I **was born** in 1980.
- Around 50 babies **are born** in the clinic every month.
- We do not know yet which date the baby **will be born**.

Unit 7

CAN/CAN'T

MUST/MUSTN'T

We use modal verbs to show if we believe something is certain, possible, or not possible. We also use modal verbs to do things like talking about ability, asking for permission, and making requests.

Modal verbs are different from other verbs because:

1. They don't use an S for the third person singular
2. They make questions by inversion ('she can go' becomes 'can she go?')
3. They are *auxiliary* verbs, which means that they are always used with another verb.

Ability

We use 'can' and 'could do' to talk about skill or ability.

- A qualified lawyer **can defend** you in court.
- She **cannot speak** English.
- Before his injury, he **could walk** faster.

Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

- If you are in immediate danger, you **should call** 999.
- When you are in the UK, you **must follow** UK law.
- Even if you are not a permanent resident, you **should register** with a GP.

Permission

We can use modal verbs such as 'can' 'could' and 'may' to ask for and give permission. We also use modal verbs to say when something is not allowed.

- You **can attend** an English course if you want to improve your English.
- **May I bring** someone with me to my interview?
- You **could apply** for legal aid if you needed to.

Writing Reference

Unit 1

Essay

Essay definition

An essay is a piece of writing, usually from an author's personal point of view. Essays are non-fictional but often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos, and learned arguments, observations of daily life, recollections, and reflections of the author.

Essay structure

An essay can have different structure depending on a genre. The example of a standardized five-paragraph structure is the following:

Paragraph 1.	Introduction
Paragraph 2.	Argumentation for the first sub-topic
Reason 1	
Reason 2	
Paragraph 3.	Argumentation for the second sub-topic
Reason 1	
Reason 2	
Paragraph 4.	
Reason 1	
Reason 2	
Paragraph 5.	My opinion and reasons My own idea and solution

Content in detail

Introduction Paragraph

- An attention-grabbing “hook”
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

The purpose of the introduction is to present the author's position, so-called “**thesis**” on the issue. The thesis is a clear, one-sentence explanation of the author's position clearly demonstrating which side the author is on.

Before one even gets to this thesis statement, the essay should begin with a “**hook**” that grabs the reader's

attention and makes them want to read on. Examples of effective hooks include relevant quotations (“no man is an island”) or surprising statistics (“three out of four doctors report that...”).

Following the thesis, one should provide a **mini-outline** which previews the examples one will use to support the thesis in the rest of the essay.

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

The middle paragraphs of the essay are collectively known as the **body paragraphs**. The main purpose of a body paragraph is to spell out in detail the examples that support one's thesis.

For the **first body paragraph** one should use the strongest argument or most significant example. The first sentence of this paragraph should be the topic sentence of the paragraph that directly relates to the examples listed in the mini-outline of introductory paragraph.

Transitional phrases are useful for showing the reader where one section ends and another begins. It may be helpful to see them as the written equivalent of the kinds of spoken cues used in formal speeches that signal the end of one set of ideas and the beginning of another. In essence, they lead the reader from one section of the paragraph of another. Some examples of transitional phrases are “furthermore,” “moreover,” “by contrast” and “on the other hand”.

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Concluding Transition, Reverse “hook,” and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

One way to think of the conclusion is, paradoxically, as a second introduction because it does in fact contain many of the same features. While it does not need to be too long – four well-crafted sentences should be enough – it can make or break an essay.

Effective conclusions open with a concluding transition (“in conclusion,” “in the end,” etc.) and an allusion to the “hook” used in the introductory paragraph. After that one should provide a restatement of the thesis statement.

This should be the fourth or fifth time one has repeated the thesis so while one should use a variety of word choice in the body paragraphs, the original language of the introduction can be used in the concluding paragraph. This echoing effect not only reinforces one’s argument but also ties it nicely to the second key element of the conclusion: a brief (two or three words is enough) review of the three main points from the body of the paper.

The final sentence in the essay should be a “global statement” or “call to action” that gives the reader signals that the discussion has come to an end.

Unit 2

Article

Article definition

An article is a piece of writing usually intended for publication in a newspaper, magazine or journal. It is written for a wide audience, it can be formal or informal, depending on the target audience and where it is published. It should be written in an interesting or entertaining manner, give opinions and thoughts, as well as facts.

An article can describe an experience, an event, a person or a place, can present an opinion or a balanced argument, and can provide information, offer suggestions or advice.

Article structure

The structure of the article is the following:

Title: The title should attract the readers’ attention and suggests the theme of the article.

Paragraph 1. **Introduction**

The introduction should clearly define the topic to be covered and keep the reader’s attention.

Paragraph 2 and 3. **Main body**

The main body of two paragraphs in which the topic is further developed in detail.

Paragraph 3. **Conclusion**

The conclusion - summarising the topic or a final opinion, recommendation or comment

Content in detail

In order to write an article you have to first think about:

- Where is the article going to appear? (in a magazine, a newspaper, on the internet..)
- Who are the intended readers? (Probably a wide age group)
- What is the aim of the article? (To talk about your experiences, good and bad)

Brainstorm your ideas and make notes of what you are going to include.

Topic sentence

Then, after some thought, you should be able to think of a topic sentence which can be expanded into a paragraph. For example, a topic sentence which could start an introduction is: *Leaving your home is a very difficult and stressing decision....*

To ensure unity in a paragraph, it is necessary to group sentences around a main idea. This means that it is necessary to begin by finding a theme or Topic Sentence which sums up the main idea of the whole paragraph. The best position for this sentence is normally at the beginning of the paragraph, but it need not always be there. Sometimes there is no Topic Sentence, but only a topic or main idea around which the paragraph is written. However, it is preferable when writing an article to place the Topic Sentence at the beginning to help the reader to quickly comprehend the topic of the whole paragraph and minimise the likelihood of losing the theme altogether.

First Paragraph

- Topic sentence which states the theme of the article
- Supporting details or examples
- Feelings

Second Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- Feeling

Concluding Paragraph

- Conclusion
- Rephrasing main topic and subtopics.
- Express your feelings.

ARTICLE PLAN (for trainers)

- ✓ Go over the introduction and a main question that needs to be answered.
- ✓ Discuss
- ✓ Brainstorming ideas - suggestions for problems: Ask students for ideas and whiteboard their answers.
- ✓ Explain that the topic sentence tells the reader immediately what the paragraph is going to be about.
- ✓ Discuss in detail how this topic sentence has been expanded into a paragraph, and from this paragraph a plan for the article can be made.
- ✓ The students have to write the article for homework.

Unit 3

Review**Definition Review**

A review is a report in a newspaper or magazine that gives an opinion, for example, about a book, film or theatre.

Example Structure Review (movie review):**Introduction**

- Try to catch the reader's attention.
- Name the title of the movie and the director, main-actor, publishing year.
- Name the directors' intention.

Advice for describing a topic in the Review

- Write a paragraph about every aspect of the topic you want to examine.

- Start with a sentence that says what the paragraph is about.
- Try to work out several details of the topic by using examples or quotes.

Advice for concluding the Review

- End your review with a paragraph who describes your conclusion about the movie.
- Name the main issues and specifics.
- Name your impression about the movie by using arguments.
- Decide if you can recommend the movie for the readers of the review.

Unit 4

Unofficial letter or email**Starting and finishing unofficial emails or letters**

If you know the person well you can start and finish an unofficial email or letter in the following way:

	Letters	Emails
Start with	Dear Matthew,	Dear Matthew, Hallo Mathew, Hi Matthew,
Finish with	Best wishes, With love, Love,	Best wishes, All the best,

Unofficial email and letter structure

An email or a letter can have different structures depending on a topic. The example of such a structure is the following:

Dear Amira,

Thank you for your letter! I will write a couple of lines about the education system in Sweden with a great pleasure.

Description of the main topic (Paragraph 1)

Description of the main topic (Paragraph 2)

I hope that answers your questions. I am at your disposal if you need more information. I would love to meet you in Sweden if you decide to come here to study.

All the best,
Elena

Advice for starting the first paragraph of a letter or email

- Thank you for your letter / email
- I am writing to request information about / explain / complaint about
- You mentioned / asked in your letter / email

Advice for asking for information

- Could you tell me...?
- I would like to know...
- Do you know whether / when / if / what...?

Advice for referring to something in a letter or email which you are replying to

- As for your idea about...
- Your idea about... sounds good
- With reference to your idea...

Unit 5

Official letter or email**Official email definition**

The term e-mail (reduction of electronic mail) means “electronic mail”. Its function is to designate both the message sent through the Internet and the address to which we send the message.

Email still remains the basic means of electronic communication for various official and business deals. As a result, our success in business or our workplace greatly depends on how well we communicate with this 21st century electronic tool – email.

E-mail Structure

The structure of production of e-mails resembles that of the letters, namely:

- **Subject matter**

It represents the subject of the email, which is filled in the dialog box that appears above the body of the message, being called a subject, for example: Proof Note, Curriculum Lattes, Job Vacancy, etc.

- **Vocative**

In the body of the message, the name of the recipient is placed, that is, to whom the message is being addressed, for example: “Dear Mr. Rodrigues”

- **Text**

In the body of text (or body of the message) the information that the sender wants to express according to the subject of the message is placed, for example a subject message “Job Vacancy”: “I hereby affirm my interest in the offered Marketing vacancy By Risus Company. To that end, I am enclosing my curriculum vitae

for analysis. Thanks in advance for your attention and I look forward to your return! “(Formal language).

- **Farewell**

Indicates the end of the message with farewell expressions such as: “Sincerely” ‘or’ Greetings’ (formal language); “Big kisses” or “with affection” (informal language)

- **Signature**

At the end of the message, the sender signs his name. Depending on the content of the message, the language should be more formal, where the sender signs his full name; Or informal, with abbreviations, names in the diminutive, nickname, etc.

Unit 6

Report**Definition Report**

A report is a systematic and well-organized piece of writing that analyses thoroughly a subject or an issue. It is important to have in mind what the purpose of the report is, and who it is being written for.

Report types

Presentation of a sequence of events or facts
 Analysis of the significance of these events or facts
 Evaluation of the facts or results presented
 Discussion of the outcomes of a course of action
 Conclusions
 Recommendations

A report must include relevant information only and must be accurate, concise, clear, and well-structured.

Report structure**Title page**

It contains the title, the author’s name and the name of the persons/organization to whom it is being submitted, and the date of submission.

Content

Define precisely the issue and provide the specific objective. Name the procedures and references you base your writing on. Analyze and access the issue. What are the author’s assessment criteria? Present key findings. What are the author’s suggestions for what it needs to be done? What are the author’s conclusions on the issue?

References

Provide the sources to which you have made reference within your text.

Unit 7

Article

Article definition

An article is a piece of writing usually intended for publication in a newspaper, magazine, or journal. It is written for a wide audience, it can be formal or informal, depending on the target audience and where it is published. It should be written in an interesting or entertaining manner, giving opinions and thoughts, as well as facts.

An article can describe an experience, an event, a person or a place, can present an opinion or a balanced argument, and can provide information, offer suggestions, or advice.

Article structure

The structure of the article is the following:

Title: The title should attract the readers' attention and suggests the theme of the article.

Paragraph 1. **Introduction**

The introduction should clearly define the topic to be covered and keep the reader's attention.

Paragraph 2 and 3. **Main body**

The main body of two paragraphs in which the topic is further developed in detail.

Paragraph 3. **Conclusion**

The conclusion - summarising the topic or a final opinion, recommendation, or comment.

Content in detail

In order to write an article you have to first think about:

- Where is the article going to appear? (In a magazine, a newspaper, on the internet.)
- Who are the intended readers? (Probably a wide age group.)
- What is the aim of the article? (To talk about your experiences, good and bad.)

Brainstorm your ideas and make notes of what you are going to include.

Topic sentence

Then, after some thought, you should be able to think of a topic sentence which can be expanded into a paragraph. For example, a topic sentence which could start an introduction is: *Leaving your home is a very difficult and distressing decision....*

To ensure unity in a paragraph, it is necessary to group sentences around a main idea. This means that it is necessary to begin by finding a theme or Topic Sentence which sums up the main idea of the whole paragraph. The best position for this sentence is normally at the beginning of the paragraph, but it need not always be there. Sometimes there is no Topic Sentence, but only a topic or main idea around which the paragraph is written. However, it is preferable when writing an article to place the Topic Sentence at the beginning to help the reader to quickly comprehend the topic of the whole paragraph and minimise the likelihood of losing the theme altogether.

First Paragraph

- Topic sentence which states the theme of the article.
- Supporting details or examples.
- Feelings.

Second Paragraph

- Topic sentence which states the third subtopic and opens with a transition.
- Supporting details or examples.
- Feeling.

Concluding Paragraph

- Conclusion.
- Rephrasing main topic and subtopics.
- Express your feelings.

ARTICLE PLAN (for trainers)

- ✓ Go over the introduction and a main question that needs to be answered.
- ✓ Discuss.
- ✓ Brainstorming ideas - suggestions for problems: Ask students for ideas and whiteboard their answers.
- ✓ Explain that the topic sentence tells the reader immediately what the paragraph is going to be about.
- ✓ Discuss in detail how this topic sentence has been expanded into a paragraph and from this paragraph a plan for the article can be made.
- ✓ The students have to write the article for homework.

Answer Key

Unit 1

Speaking – Suggested Rights for the pictures

1. The right not to be a **slave**.
2. The right to be safe.
3. The right not to be put in prison unfairly.
4. The right to a fair trial.
5. The right to a fair trial.
6. The right to follow your religion.
7. The right to work.
8. The right to own property.
9. The right to free speech.
10. The right to rest and play.
11. The right to have a country (or the right to travel).
12. The right to get married.
13. The right to freedom.
14. The right to be equal.
15. The right not to be punished (cruelly).
16. The right to food.
17. The right to a home / house / housing / shelter.
18. The right to meet (peacefully).
19. The right to vote (for your government).
20. The right to education.
21. The right to move to a new country if you are in danger.
22. The right to go to a new country without papers.
23. The right to life / (not to be executed).

Vocabulary - These items appear in the listening and reading ex's that follow

at risk (adj)	f	have a chance of something bad happening or losing something
protect (v)	i	stop bad things happening to someone
get in trouble	b	have problems with the police or the government
asylum (n)	j	permission to stay in a country to run away from danger
vote (v)	a	say who you want to lead your country by writing on a special paper
death penalty (n)	g	a government killing a person, usually because they did a crime
torture (n) (v)	c	cause someone very bad pain so they do something or say something
race (n)	e	an organisation that helps sick or poor people with their problems
charity (n)	d	the group of people you come from e.g. Turkish, Moroccan, Chinese
war (v)	h	fighting between countries or groups of people

Listening – Who are refugees?

A & B: What is a refugee? What questions from A does the video answer?

It answers questions 2 & 3 *Why do (refugees) leave their countries? What problems might they face?*

Qu.2 – “A refugee is someone who has to leave their home for fear of persecution, that they will be hurt, because of how they look, what they believe in, where they are from, what social group they are part of or their

opinion on the government. A refugee doesn't just leave their home, they also have to leave their home country and find protection in another one."

Qu.3 – We can help by - making friends with refugee kids and learning about their culture;

- helping them practise English;
- donating things to refugee support charities.

What is a Refugee? - Transcript

<https://www.youtube.com/watch?v=0QPFn9hIMLw> - A film by Isabella Arbelaez and Julie Williams from Duke University

What is a refugee?

A refugee is someone who has to leave their home for fear of persecution, that they will be hurt, because of how they look, what they believe in, where they are from, what social group they are part of or their opinion on the government. A refugee doesn't just leave their home, they also have to leave their home country and find protection in another one. A person that leaves their home but stays in their country is called an IDP or internally displaced person.

Refugees are protected under international law, rules that govern all countries. Just like all humans, they have a right to learn new things, to practice what they believe in, to own their own land, to move from place to place without anyone stopping them, and other basic rights. Refugees also have two special rights: *non-refoulement* means that refugees cannot be forced to move to countries where they will be hurt. Refugees can also not be in trouble for entering into a new country without identification papers like a driver's licence or passport... because a lot of the time refugees have to leave in a hurry and do not have time or space to bring these papers with them.

When refugees leave their homes, where do they go?

The first thing refugees do when they enter a new country is *seek asylum* or ask for help and safety. Then, that country has to give them a place to live. A lot of refugees live in special refugee camps that are run by the United Nations but these camps aren't like your regular summer camps. They provide the basic necessities like food, water, healthcare and homes to lots and lots of families. Most of them are pretty crowded. One camp in the country of Kenya has over 300,000 people. Can you imagine? That's almost the size of the city of Tampa! But refugees don't want to live here forever. They want to find jobs, have a real house and start a better life for their families so...

What happens next?

Some refugees return to their home countries once these countries are safe. Others become citizens of their new country and a small number of refugees, only about one in one hundred people, are allowed to be resettled or moved to a third country to begin a new life. Some of these countries include Canada, Australia, Sweden, the United Kingdom and even the USA. In order to come to these countries, refugees have to go through a long extensive process that, for some, can last up to three years.

Wait. Hold up. Did you say that they could be resettled in the US? Does that mean that there are refugees in my community?

Most likely. The US resettles about 70,000 refugees per year so there's a good chance that one or two families have moved into your community. They may not look like you, dress like you, believe in what you believe or speak the same languages, but they are all human and all humans want to live a happy life. You can help them do this.

What can I do to help?

There might be some resettled refugee kids in your schools. Be sure to talk to them and learn more about their culture. Because they might not speak English very well, you could help them practice. Moving from another country can be very scary so it always helps to have a friend. Refugees come to your community with the help of a local resettlement agency. See if your town has one, and if there are ways that you could help them such as donating your extra toys, school supplies or clothes for refugee kids. A little goes a long way. Talk to your parents about writing a letter to your governor and representatives in congress. You can tell them about all you have learned about refugees and how we can help them. You can encourage them to continue protecting these refugees by providing them with a safe home in the US.

What is a refugee?

A refugee is a person who is forced to leave their home and is looking for a new life in another country. This person, just like you and me, deserves to be treated with kindness and respect. **LET'S WELCOME THEM WITH OPEN ARMS!**

C: Multiple Choice Answers

2	A	3	B	4	A	5	C	6	C	7	B
---	---	---	---	---	---	---	---	---	---	---	---

Speaking

The United Nations (UN) is an **intergovernmental organization** established in 1945, after World War II to promote international cooperation and prevent another conflict. In 1945, the UN had 51 Member States; there are now 193. Most nations are members of the UN and send diplomats to the **headquarters in New York** to hold meetings and make decisions about global issues.

The goals of the United Nations are:

- to keep world peace;
- to help countries get along;
- to improve living conditions for people all over the world;
- to make the world a better place.

Reading *The United Nations and Refugees*

A. Which organisations / countries does the text talk about?

The United Nations, The European Union (EU), Sweden

B. Vocabulary in the text

at risk (para 2); **protect** (para 1); **asylum** (para 2); **death penalty** (para 2); **torture** (para 2); **race** (in the extra sentences); **war** (in the extra sentences).

C. What do they do?

The United Nations – makes laws to protect refugees. It tries to end wars.

The EU – guarantees the right to apply for asylum; works to make asylum laws similar in all the member countries

Sweden – offers more help than the law says. It offers a new home to people at risk of the death penalty or torture and never sends people back to countries that have the death penalty.

D: Put the phrases in the correct place in the text:

1 – D; 2 – C; 3 – A; 4 – B; 5 – E.

Grammar

Exercise 1

3. don't have; 4. wait; 5. gives; 6. doesn't worry; 7. learn; 8. feels; 9. cooks / misses; 10. have.

Vocabulary

Exercise 2

Our Rights	Illegal things
free speech	being a slave
rest and play	cruel punishment
freedom	stopping someone
education	travelling
work	unfair trial and prison
meeting peacefully	

Grammar

Exercise 2

Ali and his sister Mina always **watch / are watching** TV after school.

Today, they **watch / are watching** football.

Watching TV **helps / is helping** them learn English.

They **support / are supporting** Manchester United.

They think about their friends in Syria. They **probably play / are probably playing** football right now!

Unit 2

Listening: *Ruth's Story A Child Refugee's Journey from Eritrea to England*

A: Gist questions

She travelled **on foot; by lorry; by boat; by train; by lorry (and by police car!)**

She passed through **Ethiopia, Sudan, Libya, Italy** and **France** on her way to **England**.

B: Multiple choice questions

- 1) Which country did Ruth come from?
 - a) Eritrea
- 2) Where was her home?
 - a) In a small village
- 3) Which two things were **not** near Ruth's home?
 - a) Fields and mountains
- 4) Which job **didn't** Ruth do at home?
 - a) Look after animals.
- 5) How long was Ruth's dad in the army?
 - a) Five years
- 6) At what age do Eritrean girls marry?
 - a) Fourteen

- 7) What did Ruth want to do?
c) Study
- 8) Why didn't Ruth say goodbye to her family?
a) Her mum would cry.
- 9) Which two places did Ruth walk through?
b) Forest and desert
- 10) Which thing **wasn't** a problem in the lorry?
a) You couldn't talk to anyone.
- 11) How did Ruth get into Britain?
c) Inside a box in a lorry
- 12) Who asked Ruth a lot of questions?
c) The police
- 13) What does Ruth like in Britain?
b) Going to school

Listening - Ruth's Story *One child refugee's journey from Eritrea to England - Transcript*

My home in Eritrea is in a small village. I've got six brothers and two sisters. From my house, I could see mountains and fields. There was no water or no school there so I had to walk two hours to get to school. When I wasn't at school, I helped my mum on the farm. I would get the water and I would chop the wood. My dad, he is in the military. He left five years ago and we don't know where he is.

Life was hard in Eritrea, very hard, especially for a girl. If you are fourteen, you have to get married. I said I wanted to study but they said I had to marry. I didn't know the boy who I was supposed to marry. He could be thirty-two or thirty-five years old. I had two choices: marry or go into the military so I had to leave.

It was about four o'clock when I left my home. I took nothing with me, just my clothes I was wearing. I couldn't say goodbye to my family because I knew my mum would cry. We walked for two days to Ethiopia. We walked through the forests. We were nervous because there were lots of hyenas all around us. We could hear them. We hid under the trees. If they got us, we would be dead. It was scary. When we got to the border, there were military. It was dark. We were quiet and we went slowly. If they caught us, they would put us in prison.

We walked for three weeks to get from Ethiopia to Sudan, mostly through the desert. It was very hot. Most of the people with me died on that walk because they had no food or water. When I got to Sudan I got taken to a house. It was small and there were many people there. The people from that country hated us because we were Christians. I was not allowed outside. If you went outside, then they took you and hurt you. I stayed there for one

month. Then they put us all in a lorry. There were many people, more than two hundred and fifty in the lorry. I was inside but there was no space to sit so I had to stand. We were not allowed to get out of the lorry even to go to the toilet. I was in the lorry for three weeks.

Then I arrived at a camp in Libya. If we wanted anything we had to sign with our hands because if you are caught talking, the people traffickers hit you or kill you. When I saw the sea it was black. I had never seen the sea before. I was very scared. I got onto the boat with five hundred people. Everyone was sick everywhere. We nearly died at one point because the water got into the boat.

When we arrived in Italy we didn't have anywhere to go. We had to sleep outside on the road. Then I got on a train and went to France, to a camp called Hasbrouk. Every night we tried to climb onto the lorry to get to England and every night the police took us back. We tried many, many times. Then one night, I managed to get inside a box inside the lorry.

When I first saw England I was taken by police. They asked us many questions but, then, I got sent to a foster family and that is where I live now. I miss my mum and my family but I don't miss Eritrea. Life now is not easy but it's good.

Reading: A Letter to President Obama

A: The pictures show: a(n EU) flag, flowers, a flag, a butterfly, a stripy bunny, a green (toy) penguin

B: The first three are important in the letter because they are the decorations Alex plans to welcome they Syrian boy with. **The last two are** some of the toys Alex and his sister are planning to share with him. **The butterfly** is something Alex wants to collect for his new brother.

C: Multiple Choice Answers

2 A 3 B 4 A 5 C 6 C 7 B

Vocabulary: Homes and Contents

Exercise 1

B: match the home contents to the rooms

kitchen	living room	bathroom	bedroom
cooker	coffee table	basin	bed
fridge	cushion	mirror	coat hanger
kettle	mirror	shampoo	cushion
saucepan	rug	shower	duvet
sink	sofa	toothpaste	mirror
	television	towel	rug
			wardrobe

Grammar: Can and Can't

Exercise 1

A: Who said that and where?

I'm just cooking. You **can** help me. - **Alex's mum - in the kitchen**

I **can't** sleep. **Can** I read my book? - Alex - In the bedroom

Brush your teeth please. You **cannot** go to bed before you do! - Alex's mum - In the bathroom

The weather is so nice today. **Can** we carry the food outside? Alex - In the kitchen

I feel sick. **Can** I stay in bed mummy? - Alex - In the bedroom

This film is very good. **Can't** I go to bed when it finishes? Alex - in the living room

B: Can or can't?

- Your friend **can** stay for dinner if she wants to.
- We did maths today. Now I **can** add numbers.
- Can** you help me with my homework?
- Can** pick up your toys please?
- I'm sorry Alex, you **can't** have more chocolate. It's bed time.
- Drink some hot milk if you **can't** sleep.
- Refugees **can't** go home to their countries, Alex. It's not safe.
- I **can** hear you! Be quiet and go to sleep now!

Vocabulary - Homes: renting, buying and benefits

Exercise 2

10.	rent (v) (n)	d.	1. pay to live in a place; 2. the money you pay to live there
11.	own (v)	f.	to have something that is yours, not someone else's
12.	housing association (n)	b.	a type of charity that builds and rents homes cheaply
13.	landlord (n)	h.	the person who owns your home. You pay rent to them.
14.	tenant (n)	a.	someone who rents their home. They are not buying it.
15.	housing benefit (n)	c.	money the council gives you to help you pay your rent
16.	mortgage (n)	e.	money you borrow from the bank to buy a house or flat
17.	council house / flat (n)	i.	a home owned by your local council that you can rent.
18.	council tax (n)	g.	money you pay to the council for services like rubbish collection

Collocations

- pay rent, charge rent; 2. own a house, own a flat;
- mortgage a house, mortgage flat; 4. pay a private landlord, rent from a private landlord;
- rent from a housing association, work for a housing association;
- be a tenant, have a tenant;
- receive housing benefit, apply for housing benefit;
- live in a council house, apply for a council house;
- appeal about council tax, pay council tax.

Unit 3

Speaking

Exercise 1

1 C	2 D	3 A	4 B
-----	-----	-----	-----

Vocabulary

Exercise 1

Lawyer 6	Exception 4
Illegal 8	Permission 1
Minor 9	Welfare office 10
Wedding 2	Imam 7
Marriage 3	Registry office 5

Reading

Exercise 1

- 3 years older
- he thinks she's gorgeous
- they are too young
- it is illegal

Exercise 2

1-F	2- T	3- F	4- T	5- F
-----	------	------	------	------

Vocabulary

Exercise 2

- muslim marriage- imam
- permission
- arranged marriage
- lawyer

Grammar

Exercise 1

arrived - was- went- watched-was- liked-found-went-
walked-admired-ate-drank- climbed-was-wore-didn't
sweat- took.

Grammar

Exercise 2

regular	irregular
Arrived-watched- liked- walked- admired- climbed- didn't sweat	Was- went- was- found- drank- was- wore- took

Reading

Exercise 3

- 1/ She was a teacher.
- 2/ Because she had children.
- 3/ They are going to the theatre with their friends.
- 4/ So they can have a marriage based on partnership.
- 5/ No his salary is not very high.
- 6/ They want to go to South Africa.
- 7/The neighbour is hitting his children.
- 8/ They are going to the youth welfare office.

Listening

Exercise 1

- 1/ forced marriage
- 2/ Forced marriage is a crime

Exercise 2

1. F	2. F	3. T	4. F
------	------	------	------

Unit 4

Grammar

Exercise 1

1. at	2. on	3. in	4. at	5. in
6. on	7. at	8. in	9. in, at	10. on

Grammar

Exercise 2

1. wear	2. want	3. travel	4. studies
5. eats	6. start	7. walk	

Vocabulary

Exercise 1

1. f	2. e	3. h	4. a
5. b	6. c	7. d	8. g

Vocabulary

Exercise 2

1. learns	5. student
2. teaches	6. equal
3. responsibility	7. education
4. deny	8. qualifications

Grammar

Exercise 1

Hannah and Yousef go to school on weekdays. They start school at 9am and finish at 3.30pm. They both enjoy school and look forward to the start of a new term. The school year starts in September after the long summer holiday. Hannah's favourite lesson is Chemistry which takes place in the Science classroom. Yousef likes PE lessons which are held in the sports hall. There is no school on Saturdays and Sundays and Hannah and Yousef relax at the weekends.

Grammar

Exercise 2

These sentences have been muddled up. Rearrange them into the correct order.

1. We go to school on weekdays.
2. Jamie eats lunch at 12.15pm in the dining-hall.
3. The boys travel to college by bus.
4. I study medicine at university.
5. They wear a school uniform.

Vocabulary

Exercise 3

Match up the questions with the answers:

1. d	2. f	3. a	4. h
5. b	6. c	7. g	8. e

Unit 5

Speaking

1. Call centre/Call centre assistant
2. Supermarket/ Shop Assistant
3. School/Teacher
4. Office/Receptionist
5. GP Practice/Nurse
6. Police Station/Police officer Hospital/Doctor
7. Farm/Farmer
8. Hospital/Doctor
9. Court/Lawyer
10. Hairdresser/Hairdresser

Listening

Statement	True	False
It is against the law for your employer to treat you unfairly because of your race, colour and nationality.	√	
It is not against the law if someone discriminates against you because of your religion or belief.		√
An employer can advertise a job that you can apply for only if you have UK qualifications.		√
If I am being treated unfairly, I should tell my manager and get advice.	√	

Reading

Read and discuss in groups. Groups can present to the class. Tutor to monitor and facilitate discussion.

Vocabulary

Exercise 1

The right to work a maximum number of hours a week.	You should not have to work more than 48 hours a week, unless you have agreed this with your employer in writing.
The right to paid holiday.	if you work five days a week, you have the right to 28 days' paid holiday a year.
The right to health and safety protection	Your employer must make sure that your workplace is safe for you to work in. This means that they must make sure you can do your job in a way which won't injure you or make you ill, and that you understand the safety rules.
Parental rights at work	Women who work have the right to take time off work to have a baby. This is called maternity leave. You can take up to 52 weeks' maternity leave. Some people can get paid paternity leave from work when their wife or partner has just had a baby.
The right to be protected from discrimination	All workers in the UK have the right to be protected from discrimination by their employer. This includes discrimination because of your age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexuality.
The right to leave your job	You must be allowed to leave your job if you no longer want to work there. No one, including your employer, can stop you from doing this.
The right to a minimum wage	There are rules about how much an hour your employer must pay you. The very least they must pay you is an amount called the National Minimum Wage (NMW). This will depend on your age.

Vocabulary

Exercise 2

1. **Discrimination** in the work place is illegal.
2. Your employer must pay you the **National Minimum wage**.
3. You may be discriminated against because of your **colour, religion** or **nationality**.
4. If you are being treated unfairly, you must seek **advice** and tell your **manager**.
5. Your **employer** will pay your **salary** at the end of the month or week.

Grammar

Exercise 1

- A. Working in the UK is **safer** than working in countries that do not uphold working rights.
- B. Working as a shopkeeper is **easier** than working as a doctor.
- C. The National Minimum Wage in the UK is **better** than in several other countries in the world.
- D. Life in the North of England is **cheaper** but salaries can be **better** in London.

Exercise 2

Sentences should compare the jobs illustrated in the pictures using the adjectives provided in the box.

Unit 6

Vocabulary

Exercise 1

a. 6	b. 8	c. 1	d. 3
e. 5	f. 4	g. 2	h. 7

Reading

Exercise 1

1. Yes	2. No	3. No
4. No	5. No	6. Yes

Reading

Exercise 2

1. Sick
2. Headache, sore throat, earache and cough.
3. Go to the GP
4. Feel - think - have got - have got - have - am coughing - feel - can't go - have - hope - feel

Vocabulary

Exercise 2

a. 3	b. 5	c. 1
d. 2	e. 6	f. 4

Grammar

Exercise 1

1. Have got	2. Has got	3. Has got
4. Have you got	5. Has got	

Grammar

Exercise 2

B - feel	B - have	A - Have	B - have	A - feel
----------	----------	----------	----------	----------

Listening

Exercise 1

1 - A	2 - C	3 - A
-------	-------	-------

Reading

Exercise 3

1 - a	2 - b	3 - c	4 - a
-------	-------	-------	-------

Vocabulary

Exercise 3

person	place	Symptom/ illness	medicine
doctor	hospital	fever	eye drop
pharmacist	clinic	temperature	antibiotic
gynaecologist	ambulance	heart attack	vaccine
general practitioner	emergency room	headache	tablets
ophthalmologist		toothache	ointment
psychologist		stomachache	capsules
dentist			

Vocabulary

Exercise 4

- Clean water
- nutritious food
- Break - paid holidays
- Medical care - primary care
- mentally and physically well
- Protection from violence - social services
- Family planning

Unit 7

Listening

- The Refugee Convention does not apply to Hong Kong but the CAT does.*
- Because it proposes a system of regular visits to all places of detention to any country that recognises this international treaty.*

Reading

Why can't Farida return to Iran? Threat of torture.

Why can Farida ask for protection? The Government has a legal obligation to take measures to safeguard all life by making and enforcing laws to protect us.

What Articles can Farida use to appeal the UK's decision to deny her protection? Articles 2 and 3.

Vocabulary

Exercise 1

1. Right to life	People must not kill other people.
2. Torture	Inflicting severe pain on someone as a punishment or in order to force them to do or say something.
3. Human Rights	Rights which belong to every person.
4. Emigration	Leaving one's own country to settle permanently in another; moving abroad.
5. Law	The system of rules which regulates the actions of its people and which enforces by imposing penalties.
6. Punishment	Inflicting a penalty as retribution for an offence.
7. Treatment	Medical care given to a patient for an illness or injury.
8. Mental health	A person's psychological and emotional well-being.
9. Liberty	Being free within society from oppressive restrictions on one's behaviour or political views.
10. Discrimination	Treating different categories of people unfairly, especially on the grounds of race, age, or sex.
11. Dependent	Requiring someone or something for financial or other support.
12. Independent	Free from outside control; not depending on someone else.

Grammar

Exercise 1

1. People **mustn't** kill other people.
2. People **mustn't** discriminate against someone because they are old.
3. We **must** obey the law.
4. Doctor's **must** give treatment to someone who is ill.
5. Governments **mustn't** torture people.
6. We **must** respect other people's rights.

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