

6 Human Rights

Speakers	Web DVD	Video Summary	Page No.	E1	E2	E3	L1 L2
Richard Corbett MEP	032	Richard discusses the origins of Human Rights and how the European court can protect rights which are not recognised at a national level.	2	x	x	x	✓
Antonia and Daniella	033	ESOL tutors discuss their own experiences and feelings of 'being different' and how other people might respond appropriately to those with disabilities.	10	x	x	✓	✓
John Battle MP	034	John talks about settling differences at a local, community level and gives an example of an Indian and Pakistani man coming together.	29	x	x	x	✓
PC Carole Mumsey	035	Carole talks about a 'blame culture' and how we should each be responsible for our own actions.	39	x	x	✓	✓
Monira Khan	036	Monira reflects on her early experiences of living in the UK and being a victim of racism. She talks about police involvement and how she found most support from a neighbour.	47	x	✓	✓	✓
Voiceover defining the 30 Human Rights	037	Audio describing in simple terms the 30 Human Rights set out in the Universal Declaration of Human Rights.	61	x	x	✓	✓

To download videos, audio files and a Microsoft Word version of this teaching workbook please visit: www.esoluk.co.uk/download.html

Answer key to multiple-choice questions: **page 66**

6 Human Rights

Speaker: 032 Richard Corbett
(MEP)

Job: Member of European
Parliament



Skill	Suggested Activities
Speaking:	Discuss: What are human rights? What difference do laws make?
Listening:	Listen for detail: which rights does Richard mention in the second half of the transcript
Reading:	Use list of human rights as basis for discussion. Research European Convention of Human Rights/ Universal Convention. Find out about how your education institution complies eg with Freedom of information act, disability discrimination act
Writing:	Research and write about the history of the adoption of various conventions by different countries.

Transcript:

1. **Mary:** Thank you, so can you tell me then, are you involved with human rights?
2. **Richard:** Yes, partly because the European Union deals with it, but partly through a misunderstanding. There is a body called the European Court of Human Rights which applies the European Convention of Human Rights, and that is actually nothing to do with the European Union. It was set up soon after the war, largely at British instigation. But, not just the European Union countries but well beyond, right up to including Russia and so on have now signed up to this. And individual citizens in all our countries, once they have exhausted their domestic legal procedures, if they've been to a Court and lost in Britain, can appeal to the European Court of Human

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Rights, which is also in Strasbourg, against that national judgement, if they think it goes against the convention, the basic human rights listed in the convention. And there have been a lot of famous cases, but a lot...most people in Britain think that's the European Union, but it's not, it's something completely different.

3. But, in the European Union all our countries are...have to be, to be a member, have to be democratic and respect human rights or are countries that have signed up to the European Convention on Human Rights. And it's assumed in legal circles that the European Institutions also have to respect those human rights. So sometimes we have a debate, is, is this thing you're adopting, is it adequate in terms of human rights or not? So we do deal with human rights.
4. Also, in foreign policy terms, when we're dealing with third countries in some parts of the world, the question of whether they are respecting human rights is important. Whenever the European Union makes a trade agreement, because on trade we act as a single unit in Europe, we negotiate as one, as the European Union so, if you want to make a trade agreement with another country, we always put in a clause on human rights which allows us to suspend the agreement if human rights are being violated in the country concerned.
5. **Mary:** Right, thank you. So how would you...to ask you how do you define human rights is maybe unfair, but can you try to do that for me? What would you say they'd ...
6. **Richard:** Well, there are far more eminent people than I have worked on this, and we have convention, the European Convention of Human Rights, which specifically defines the certain rights and there's also the Universal Convention of the United Nations.
7. So, in terms of law there is a very specific definition, and it includes...and traditionally it's, say it's, you know, freedom of expression, freedom from persecution, integrity of the individual, you know, not to be tortured, not to be locked up without due trial, and freedom of speech and so on.
8. But you...in a more modern definition, you can say it goes a bit beyond that, there's also the rights which are more difficult to enforce in the Court, but the rights to good governance, the rights to freedom of information, the right to a good environment, why not the right to work? But that's not a right that you can go to a Court and say, give me a job. But, you...but it's a right in the sense of that it's an obligation on public authorities to...trying to organise the economy in a way that makes sure everybody has a chance to work.
9. **Mary:** Thank you, thank you

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032 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 2, what is meant by 'a body'?
 - a. a living creature
 - b. a human being
 - c. an organisation
 - d. an individual

- 2) At number 2, what is meant by 'British instigation'?
 - a. British laws and regulations
 - b. British rights
 - c. started by the British
 - d. British rule

- 3) At number 2, what is meant by 'but well beyond'?
 - a. inside the UK
 - b. and much further away
 - c. inside Europe

- 4) At number 2, what is meant by 'signed up to this'?
 - a. a symbol to represent something
 - b. formally agreed to join something
 - c. a warning or symbol sign
 - d. a signature

- 5) At number 2, what is meant by 'exhausted'?
 - a. fatigued
 - b. worn out
 - c. shattered
 - d. no more options left

- 6) At number 3, what is meant by 'assumed in legal circles'?
 - a. only for lawyers
 - b. for discussion in a group of people
 - c. talked about in courts
 - d. understood by people who work in law

- 7) At number 4, what is meant by 'we always put in **a clause** on human rights'?
 - a. a legal, written agreement to be signed
 - b. create a new human right
 - c. change a human right

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d. make someone agree to human rights

8) At number 6, what is meant by 'eminent people'?

- a. not very important people
- b. very important people
- c. people who are not known
- d. someone who you would not recognise

9) At number 8, what is meant by 'rights to good governance'?

- a. human rights are equal
- b. human rights are good
- c. all citizens should have a good government

10) At number 8, what is meant by 'an obligation on public authorities'?

- a. the responsibility of people in the community
- b. a commitment from private councils
- c. something the public have to do
- d. a duty of local councils and agencies

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032 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/032.html

Words: *agreement convention countries definition democratic exhausted freedom individual partly signed*

1. **Mary:** Thank you, so can you tell me then, are you involved with human rights?
2. **Richard:** Yes, [1] partly because the European Union deals with it, but [2] _____ through a misunderstanding. There is a body called the European Court of Human Rights which applies the European [3] _____ of Human Rights, and that is actually nothing to do with the European Union. It was set up soon after the war, largely at British instigation. But, not just the European Union [4] _____ but well beyond, right up to including Russia and so on have now [5] _____ up to this. And [6] _____ citizens in all our [7] _____, once they have [8] _____ their domestic legal procedures, if they've been to a Court and lost in Britain, can appeal to the European Court of Human Rights, which is also in Strasbourg, against that national judgement, if they think it goes against the [9] _____, the basic human rights listed in the [10] _____. And there have been a lot of famous cases, but a lot ... most people in Britain think that's the European Union, but it's not, it's something completely different.
3. But, in the European Union all our [11] _____ are ... have to be, to be a member, have to be [12] _____ and respect human rights or are [13] _____ that have [14] _____ up to the European [15] _____ on Human Rights. And it's assumed in legal circles that the European Institutions also have to respect those human rights. So sometimes we have a debate, is, is this thing you're adopting, is it adequate in terms of human rights or not? So we do deal with human rights.

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4. Also, in foreign policy terms, when we're dealing with third [16] _____ in some parts of the world, the question of whether they are respecting human rights is important. Whenever the European Union makes a trade [17] _____, because on trade we act as a single unit in Europe, we negotiate as one, as the European Union so, if you want to make a trade [18] _____ with another country, we always put in a clause on human rights which allows us to suspend the [19] _____ if human rights are being violated in the country concerned.

5. **Mary:** Right, thank you. So how would you ... to ask you how do you define human rights is maybe unfair, but can you try to do that for me? What would you say they'd ...

6. **Richard:** Well, there are far more eminent people than I have worked on this, and we have [20] _____, the European [21] _____ of Human Rights, which specifically defines the certain rights and there's also the Universal [22] _____ of the United Nations.

7. So, in terms of law there is a very specific [23] _____, and it includes ... and traditionally it's, say it's, you know, [24] _____ of expression, [25] _____ from persecution, integrity of the [26] _____, you know, not to be tortured, not to be locked up without due trial, and [27] _____ of speech and so on.

8. But you ... in a more modern [28] _____, you can say it goes a bit beyond that, there's also the rights which are more difficult to enforce in the Court, but the rights to good governance, the rights to [29] _____ of information, the right to a good environment, why not the right to work? But that's not a right that you can go to a Court and say ... give me a job. But, you ... but it's a right in the sense of that it's an obligation on public authorities to ... trying to organise the economy in a way that makes sure everybody has a chance to work.

9. **Mary:** Thank you, thank you.

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032 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: thank you so can you tell me then are you involved with human rights

richard: yes partly because the european union deals with it but partly through a misunderstanding there is a body called the european court of human rights which applies the european convention of human rights and that is actually nothing to do with the european union it was set up soon after the war largely at british instigation but not just the european union countries but well beyond right up to including russia and so on have now signed up to this and individual citizens in all our countries once they have exhausted their domestic legal procedures if theyve been to a court and lost in britain can appeal to the european court of human rights which is also in strasbourg against that national judgement if they think it goes against the convention the basic human rights listed in the convention and there have been a lot of famous cases but a lot...most people in britain think thats the european union but its not its something completely different

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032 writing activity:

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

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Speaker: 033 Antonia & Daniela

Job: ESOL tutors



Skill	Suggested Activities
Speaking:	Before watching, discuss different difficulties people with disabilities who want to study in your location might have. Watch and further discussion after watching.
Listening:	Listen for gist and detail: what difficulties do the 2 interviewees identify? Perhaps specify situations eg shopping, studying, visiting a museum.
Reading:	Choose a particular disability and find out what support is available within your institution / wider community for people with this disability
Writing:	Write a report making recommendations to enhance access/ experience for people with a particular disability.

Transcript:

1. **Mary:** What about you Antonia, what's your barriers?
2. **Antonia:** Well there's, there's the practical barriers, access is one of them. And it's often very...not well thought out. Like they'll be something like a lift for a disabled person, but then it will be locked, or it will be miles away from anywhere else, and they have to then walk all that way, go up in a lift and walk all the way back. And, sort of practical difficulties, and actually physically trying to like get into a building, or working as a teacher, having practical difficulties like all whiteboards are too high and, then the adjustments that are made are generally not a, not a hundred percent satisfactory. They need...they're usually ones that have, instead of being thought out from the very beginning, could this, could this facility be used by anybody?

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3. What's happened is, they do the facility for a person of a certain size and then they think afterwards, oh my God, we've got to fit in some people in wheelchairs and some people who might be a bit shorter, and some people who might have mobility difficulties, and then they add on something on the end, instead of thinking from the very beginning, what's the way where everybody can get...can use this?
4. And, inclusion is a big issue for disabled people, all disabled people want to be included in the world and don't want to be...in fact they don't want to really be labelled disabled, they just want to be there, just another person who wants to be treated like everybody else. And, it's only the able bodied world that labels them as disabled.
5. And, being thoughtful around including people and including disabled people, and it sometimes means extra things have to be done to make sure that everybody can use that facility, but it's more of a mindset than a practical issue. But that is a barrier 'cause sometimes you feel you're really sort of put in the spotlight.
6. Like, if you're a disabled student in the class, you might have to sit at the front, or you might have to sit in a special chair every time, and you might not want to sit in that place every time, you might want to move around and sit with your friends. And, it's thinking that through and people are often trying to help, and it's great, and disabled people don't not appreciate their efforts, but sometimes it's misguided.
7. And, really, what disabled people want is to be able to do things for themselves and for people to have thought that through, not to have everybody stop and clear the aisles while this person comes through and everybody stares at you. Like, I know a friend who went to a museum and couldn't get to the top floor. And they said, oh, we've got this great disabled lift and, in front of about ten thousand people, or perhaps a thousand, he had to go in a lift, a see-through lift, and be elevated up while everybody watched, and he said it was just awful. He never went back to that museum, he just wished he'd never asked to see the top floor.
8. So he wasn't treated equally. He was treated in a, almost, humiliating way and I think that's, that's really important.
9. **Daniela:** Yeah I think the...I mean I always find it very difficult to find that balance in that, yes, obviously, not that you need help, but you need adjustments.
10. **Antonia:** Yes.
11. **Daniela:** But, then people either go to the extreme and make loads of adjustments and then you feel like a target.
12. **Antonia:** Yes.

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13. **Daniela:** Or, they don't do anything because they think, right, oh, she wants to do it herself.
14. **Antonia:** Yes.
15. **Daniela:** And it's just trying to find that balance on how to be treated. Yes, you want to be treated like everyone else but, yeah, like everyone else, once in a while they need a bit of help or...
16. **Antonia:** Yes.
17. **Daniela:** ...but, you know, and it's that, I find that's a big issue.
18. **Antonia:** But I think it's not easy, because I know about disabled friends that I have, I sometimes make mistakes around them and say, do you want to do this? But I think as an able bodied person, the best thing you can do about a disabled person, is just ask, say, do you need a hand? And if they say, no thanks, just accept and go away and that's fine, but just ask in a way that you'd ask an able bodied friend, like can I give you a hand or, that bag looks heavy, would you like me to take it for you? And then, you know, like the good Samaritan, disappeared, he didn't hang round waiting to be thanked.
19. And that's another thing that I find about able bodied people. Somehow there's an issue that the disabled bodied person, the disabled person should be grateful and I don't really think that's appropriate. Not that they should be rude, but that, that they have a right to be treated, to have help and support to have an equal time.
20. **Daniela:** Yeah, it's that support isn't it?
21. **Antonia:** Yeah, it is.
22. **Daniela:** But it should be automatically there rather than having to ask for it.
23. **Antonia:** That's right, yeah, it should be there in place rather than you having to suddenly say, get to the loo and find you can't get in, and then go back. And I think people in wheelchairs, particularly, they must have to set off to go to the loo about half an hour before they want to go because...in most buildings, because it's usually miles, you sometimes have to have a key, it's just, yeah.
24. **Daniela:** No, I mean it's even accessing public transport, you get these buses that go down but, having to actually ask the bus driver, it's [sighs], do you know what I mean, it's oh, an extra job for them to do, where it should be...
25. **Antonia:** Exactly.

26. **Daniela:** ...I think it's society's attitude to it...
27. **Antonia:** Should be seamless.
28. **Daniela:** ...that sort of...it still makes it a barrier, you know, it...
29. **Antonia:** Yeah, and I know different...other countries it's different. I read an article about a woman who went to Canada and she was in a wheelchair. And she asked...she went there on sort of an exchange, and she explained she was in a wheelchair, and within two days they'd put on the right kind of bus, and she was just able to go around without any problem. So, it's obviously, you know, it's possible.
30. **Daniela:** Yeah, I think everything's possible isn't it?
31. **Antonia:** Yes.
32. **Daniela:** It's just to what degree do you have to ask for it to become possible, do you know what...
33. **Antonia:** Yeah.
34. **Daniela:** ...I mean? And that's when you sort of think, well, I don't want my disability...this disability to become an issue.
35. **Antonia:** No.
36. **Daniela:** You know, so you, in a funny way, I...and I think this is a problem, I mean I don't know, I can't say for all disabled people, but it's like, you don't want to ask too much because then you make...focusing on your disability. And then you sort of think, well, I won't ask too much, and then, I don't know, it...
37. **Antonia:** You lose out.
38. **Daniela:** Yeah, exactly.
39. **Antonia:** It's not fair. And you do want to be...
40. **Daniela:** Yeah, whatever you do there's no...
41. **Antonia:** No, there's no right solution, if you ask the whole time you feel you're labelled as a nuisance and that you're labelled very vigorously as a disabled person. But, if you don't ask, 'cause I know, I've been into shops sometimes and there's been something I wanted on a higher shelf. And I've looked around, and there's been nobody to ask, and sometimes I've just felt too tired and I've just gone out without the thing and...because I just thought...
42. **Daniela:** Exactly.

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43. **Antonia:** ...I just cannot engage at the moment.
44. **Daniela:** No.
45. **Antonia:** I cannot find someone and say, please, can you help me, blah, blah, blah or find the store and sometimes you just kind of...and you do lose out. So ...
46. **Daniela:** There is no other way is there?
47. **Antonia:** No.
48. **Daniela:** It's...and I think that's where disabilities will always be seen rather than, you know, making it equal. There will always, whatever legislation's in place or whatever, there'll be that little bit that we can't do unfortunately because of our disability and not everyone can help or support us in that way. Like, going to supermarkets or, you know, they turn their heads...
49. **Antonia:** Yeah, but I can think of good things that supermarkets could do. They could have revolving shelves, they could do loads of different things if they really thought about it.
50. **Daniela:** Yeah, yeah.
51. **Antonia:** It's just...and also because disabled people are such a small percentage, that's another difficulty.
52. **Daniela:** Yeah.
53. **Antonia:** They then think well, okay, they've got to spend so many X thousand having some technology to help a disabled person, and then they get one disabled customer in a week. But, it's still important to include everybody.
54. **Daniela:** I think the problem is because disabilities, there are so many varieties of them...
55. **Antonia:** Yeah, and that's another thing.
56. **Daniela:** ...of disabilities that, you know, it...very much it was, you were either wheelchair bound, partially sighted or, you know, had problems with your hearing. And they were like the main three, and that's what, you know, people adapted to. But now it's like, yes, they acknowledge there are, you know, a variety and...I mean I know myself, it's...you can't do everything but...
57. **Mary:** Right, can I just come in? You mentioned...you've mentioned lots about attitudes, you've mentioned very much about thinking through and so on. You also...you mentioned a legislation, and you mentioned rights at work, so can we sort of hone in a little bit on that? I mean what's...what

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part does legislation play, if you like, in your experiences? What part could it play and what legislation is there and, maybe also what legislation should there be?

58. I don't know, I mean obviously you're not legal experts but, from your own experiences and knowledge, what is there?
59. **Antonia:** Well my experience isn't very positive about legislation. I find that the Disability Discrimination Act, when people realised they had to take note of it, just made employers very anxious, and they were very worried about being...like I went to a talk and the whole emphasis of the talk was how not to get sued by disabled people. And I was really angry and, I though this is really wrong, the whole point of the Disability Discrimination Act is to include people, to make society inclusive.
60. And so, it's not...and disabled people are very unlikely to sue you, it's only if they're absolutely desperate that they'll sue you and...so my experience hasn't been that great.
61. **Daniela:** No, and I think, how can I say, disabled people are more aware of the DDA than the actual...the people who are meant to enforce it. So, you know, and you don't want to start waving your banner around...
62. **Antonia:** No.
63. **Daniela:** ...every time, you know, and have you done this, and have you done this, did you know it was a legal requirement? But it is in a way just there to put these enforcements into place. But, again, you...it's more or less you have to find out about that than someone coming to you and saying, did you know you could have this? Did you know you could do that? You know, and that's...I mean, yeah, it's accessible but no-one really know...can access it...
64. **Mary:** Yeah, nobody owns it in a way, yeah.
65. **Daniela:** ...because...yeah and no-one knows about it.
66. **Antonia:** Yeah, and that's usually the case, the employment, what happens is you do the job and then you find the things you can't do, and then they've had to think of ways round that.
67. **Mary:** Like you said, thinking too late...
68. **Antonia:** Yes.
69. **Mary:** ...thinking after, after the event really.

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033 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 2, what is meant by 'miles away'?
 - a. something that is close to you
 - b. five miles away exactly
 - c. something that is far away
 - d. a place where you drive a car to

- 2) At number 4, what is meant by 'able bodied'?
 - a. an intelligent person
 - b. a clever and talented person
 - c. someone who does have a disability
 - d. someone who does not have any disabilities

- 3) At number 5, what is meant by 'put in the spotlight'?
 - a. too much attention is being directed towards you
 - b. put under a lampshade
 - c. where no attention is be shown towards you
 - d. someone shines a torch at you

- 4) At number 11, what is meant by 'you feel like a target'?
 - a. someone is attacking you
 - b. too much attention is being focussed on you
 - c. you don't feel well
 - d. little attention is being focussed on you

- 5) At number 18, what is meant by 'the good Samaritan'?
 - a. someone who gets help from others
 - b. someone who helps others and gets paid
 - c. someone who helps others but doesn't want reward
 - d. someone who helps other for a favour in return

- 6) At number 32, what is meant by '**to what degree** do you have to ask'?
 - a. how many people should you ask
 - b. how long should your question be
 - c. which person should you ask
 - d. to what extent; how much effort is needed from you

- 7) At number 43, what is meant by 'I just cannot engage'?
 - a. I am not interested
 - b. I cannot get married

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- c. I cannot join in
- d. I am not happy

8) At number 45, what is meant by 'blah, blah, blah'?

- a. the sound of sheep
- b. used in speaking when something is obvious or there is too much to say
- c. the sound a baby makes when crying
- d. used when someone is stuttering with their words

9) At number 57, what is meant by 'legislation'?

- a. legal rules
- b. illegal
- c. rules made up from the public
- d. something that is against the law

10) At number 59, what is meant by 'they had to take note of it'?

- a. something to write down
- b. something important which you have to think about
- c. something the government says you have to do

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033 listening/reading gapfill:

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- Interactive gapfill and spelling test at: www.esoluk.co.uk/033.html

Words: *adjustments barriers disability discrimination everybody facility labelled legislation loads supermarkets*

1. **Mary:** What about you Antonia, what's your barriers?

2. **Antonia:** Well there's, there's the practical [1] _____, access is one of them. And it's often very ... not well thought out. Like they'll be something like a lift for a disabled person, but then it will be locked, or it will be miles away from anywhere else, and they have to then walk all that way, go up in a lift and walk all the way back. And, sort of practical difficulties, and actually physically trying to like get into a building, or working as a teacher, having practical difficulties like all whiteboards are too high and, then the [2] _____ that are made are generally not a, not a hundred percent satisfactory. They need ... they're usually ones that have, instead of being thought out from the very beginning, could this, could this [3] _____ be used by anybody?

3. What's happened is, they do the [4] _____ for a person of a certain size and then they think afterwards, oh my God, we've got to fit in some people in wheelchairs and some people who might be a bit shorter, and some people who might have mobility difficulties, and then they add on something on the end, instead of thinking from the very beginning, what's the way where [5] _____ can get ... can use this?

4. And, inclusion is a big issue for disabled people, all disabled people want to be included in the world and don't want to be ... in fact they don't want to really be [6] _____ disabled, they just want to be there, just another person who

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wants to be treated like [7] _____ else. And, it's only the able bodied world that labels them as disabled.

5. And, being thoughtful around including people and including disabled people, and it sometimes means extra things have to be done to make sure that [8] _____ can use that [9] _____, but it's more of a mindset than a practical issue. But that is a barrier 'cause sometimes you feel you're really sort of put in the spotlight.

6. Like, if you're a disabled student in the class, you might have to sit at the front, or you might have to sit in a special chair every time, and you might not want to sit in that place every time, you might want to move around and sit with your friends. And, it's thinking that through and people are often trying to help, and it's great, and disabled people don't not appreciate their efforts, but sometimes it's misguided.

7. And, really, what disabled people want is to be able to do things for themselves and for people to have thought that through, not to have [10] _____ stop and clear the aisles while this person comes through and [11] _____ stares at you. Like, I know a friend who went to a museum and couldn't get to the top floor. And they said, oh, we've got this great disabled lift and, in front of about ten thousand people, or perhaps a thousand, he had to go in a lift, a see-through lift, and be elevated up while [12] _____ watched, and he said it was just awful. He never went back to that museum, he just wished he'd never asked to see the top floor.

8. So he wasn't treated equally. He was treated in a, almost, humiliating way and I think that's, that's really important.

9. Daniela: Yeah I think the ... I mean I always find it very difficult to find that balance in that, yes, obviously, not that you need help, but you need [13] _____.

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10. **Antonia:** Yes.

11. **Daniela:** But, then people either go to the extreme and make [14] _____ of [15] _____ and then you feel like a target.

12. **Antonia:** Yes.

13. **Daniela:** Or, they don't do anything because they think, right, oh, she wants to do it herself.

14. **Antonia:** Yes.

15. **Daniela:** And it's just trying to find that balance on how to be treated. Yes, you want to be treated like everyone else but, yeah, like everyone else, once in a while they need a bit of help or.

16. **Antonia:** Yes.

17. **Daniela:** ... but, you know, and it's that, I find that's a big issue.

18. **Antonia:** But I think it's not easy, because I know about disabled friends that I have, I sometimes make mistakes around them and say, do you want to do this? But I think as an able bodied person, the best thing you can do about a disabled person, is just ask, say, do you need a hand? And if they say, no thanks, just accept and go away and that's fine, but just ask in a way that you'd ask an able bodied friend, like can I give you a hand or, that bag looks heavy, would you like me to take it for you? And then, you know, like the good Samaritan, disappeared, he didn't hang round waiting to be thanked.

19. And that's another thing that I find about able bodied people. Somehow there's an issue that the disabled bodied person, the disabled person should be

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grateful and I don't really think that's appropriate. Not that they should be rude, but that, that they have a right to be treated, to have help and support to have an equal time.

20. **Daniela:** Yeah, it's that support isn't it?

21. **Antonia:** Yeah, it is.

22. **Daniela:** But it should be automatically there rather than having to ask for it.

23. **Antonia:** That's right, yeah, it should be there in place rather than you having to suddenly say, get to the loo and find you can't get in, and then go back. And I think people in wheelchairs, particularly, they must have to set off to go to the loo about half an hour before they want to go because ... in most buildings, because it's usually miles, you sometimes have to have a key, it's just, yeah.

24. **Daniela:** No, I mean it's even accessing public transport, you get these buses that go down but, having to actually ask the bus driver, it's [sighs], do you know what I mean, it's oh, an extra job for them to do, where it should be.

25. **Antonia:** Exactly.

26. **Daniela:** ... I think it's society's attitude to it.

27. **Antonia:** Should be seamless.

28. **Daniela:** ... that sort of ... it still makes it a barrier, you know, it.

29. **Antonia:** Yeah, and I know different ... other countries it's different. I read an article about a woman who went to Canada and she was in a wheelchair. And she asked ... she went there on sort of an exchange, and she explained she was in a wheelchair, and within two days they'd put on the right kind of bus, and she was

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just able to go around without any problem. So, it's obviously, you know, it's possible.

30. **Daniela:** Yeah, I think everything's possible isn't it?

31. **Antonia:** Yes.

32. **Daniela:** It's just to what degree do you have to ask for it to become possible, do you know what.

33. **Antonia:** Yeah.

34. **Daniela:** ... I mean? And that's when you sort of think, well, I don't want my [16] _____ .this [17] _____ to become an issue.

35. **Antonia:** No.

36. **Daniela:** You know, so you, in a funny way, I ... and I think this is a problem, I mean I don't know, I can't say for all disabled people, but it's like, you don't want to ask too much because then you make ... focusing on your [18] _____. And then you sort of think, well, I won't ask too much, and then, I don't know, it.

37. **Antonia:** You lose out.

38. **Daniela:** Yeah, exactly.

39. **Antonia:** It's not fair. And you do want to be.

40. **Daniela:** Yeah, whatever you do there's no.

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41. **Antonia:** No, there's no right solution, if you ask the whole time you feel you're [19] _____ as a nuisance and that you're [20] _____ very vigorously as a disabled person. But, if you don't ask, 'cause I know, I've been into shops sometimes and there's been something I wanted on a higher shelf. And I've looked around, and there's been nobody to ask, and sometimes I've just felt too tired and I've just gone out without the thing and ... because I just thought.

42. **Daniela:** Exactly.

43. **Antonia:** ... I just cannot engage at the moment.

44. **Daniela:** No.

45. **Antonia:** I cannot find someone and say, please, can you help me, blah, blah, blah or find the store and sometimes you just kind of ... and you do lose out. So ...

46. **Daniela:** There is no other way is there?

47. **Antonia:** No.

48. **Daniela:** It's ... and I think that's where disabilities will always be seen rather than, you know, making it equal. There will always, whatever legislation's in place or whatever, there'll be that little bit that we can't do unfortunately because of our [21] _____ and not everyone can help or support us in that way. Like, going to [22] _____ or, you know, they turn their heads.

49. **Antonia:** Yeah, but I can think of good things that [23] _____ could do. They could have revolving shelves, they could do [24] _____ of different things if they really thought about it.

50. **Daniela:** Yeah, yeah.

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51. **Antonia:** It's just ... and also because disabled people are such a small percentage, that's another difficulty.

52. **Daniela:** Yeah.

53. **Antonia:** They then think well, okay, they've got to spend so many X thousand having some technology to help a disabled person, and then they get one disabled customer in a week. But, it's still important to include [25]

_____.

54. **Daniela:** I think the problem is because disabilities, there are so many varieties of them.

55. **Antonia:** Yeah, and that's another thing.

56. **Daniela:** ... of disabilities that, you know, it ... very much it was, you were either wheelchair bound, partially sighted or, you know, had problems with your hearing. And they were like the main three, and that's what, you know, people adapted to. But now it's like, yes, they acknowledge there are, you know, a variety and ... I mean I know myself, it's ... you can't do everything but.

57. **Mary:** Right, can I just come in? You mentioned ... you've mentioned lots about attitudes, you've mentioned very much about thinking through and so on. You also ... you mentioned a [26] _____, and you mentioned rights at work, so can we sort of hone in a little bit on that? I mean what's ... what part does [27] _____ play, if you like, in your experiences? What part could it play and what [28] _____ is there and, maybe also what [29] _____ should there be?

58. I don't know, I mean obviously you're not legal experts but, from your own experiences and knowledge, what is there?

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59. **Antonia:** Well my experience isn't very positive about [30] _____. I find that the [31] _____ [32] _____ Act, when people realised they had to take note of it, just made employers very anxious, and they were very worried about being ... like I went to a talk and the whole emphasis of the talk was how not to get sued by disabled people. And I was really angry and, I though this is really wrong, the whole point of the [33] _____ [34] _____ Act is to include people, to make society inclusive.

60. And so, it's not ... and disabled people are very unlikely to sue you, it's only if they're absolutely desperate that they'll sue you and ... so my experience hasn't been that great.

61. **Daniela:** No, and I think, how can I say, disabled people are more aware of the DDA than the actual ... the people who are meant to enforce it. So, you know, and you don't want to start waving your banner around.

62. **Antonia:** No.

63. **Daniela:** ... every time, you know, and have you done this, and have you done this, did you know it was a legal requirement? But it is in a way just there to put these enforcements into place. But, again, you ... it's more or less you have to find out about that than someone coming to you and saying, did you know you could have this? Did you know you could do that? You know, and that's ... I mean, yeah, it's accessible but no-one really know ... can access it.

64. **Mary:** Yeah, nobody owns it in a way, yeah.

65. **Daniela:** ... because ... yeah and no-one knows about it.

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66. **Antonia:** Yeah, and that's usually the case, the employment, what happens is you do the job and then you find the things you can't do, and then they've had to think of ways round that.

67. **Mary:** Like you said, thinking too late.

68. **Antonia:** Yes.

69. **Mary:** ... thinking after, after the event really.

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033 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: what about you antonia whats your barriers

antonia: well theres theres the practical barriers access is one of them and its often very...not well thought out like theyll be something like a lift for a disabled person but then it will be locked or it will be miles away from anywhere else and they have to then walk all that way go up in a lift and walk all the way back and sort of practical difficulties and actually physically trying to like get into a building or working as a teacher having practical difficulties like all whiteboards are too high and then the adjustments that are made are generally not a not a hundred percent satisfactory they need...theyre usually ones that have instead of being thought out from the very beginning could this could this facility be used by anybody

whats happened is they do the facility for a person of a certain size and then they think afterwards oh my god weve got to fit in some people in wheelchairs and some people who might be a bit shorter and some people who might have mobility difficulties and then they add on something on the end instead of thinking from the very beginning whats the way where everybody can get...can use this

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Speaker: 034 John Battle (MP)

Job: Member of Parliament



Skill	Suggested Activities
Speaking:	Discuss your local area – how many different nationalities live there? Research this. Discuss how much they mingle, where and why, what makes it difficult to meet with people of different backgrounds, what could encourage it. Refer to John’s statement: ‘You’ve got to reconcile things at the street level or else we’re all dead.’ Do you agree? Why?
Listening:	Listen for detail – anecdote about Indian and Pakistani – what happened? What change occurred? Why? Why does John Battle mention this incident?
Reading:	Using tapescript, follow the film and identify different topic headings for the different paragraphs in the tapescript. Identify key issues referred to by John Battle.
Writing:	Write about an incident you witnessed which either encouraged/ depressed you about community cohesion, neighbourhood relations etc

Transcript:

1. **Mary:** You’ve done work with the UN as well...
2. **John:** Yeah, yeah.
3. **Mary:** ...can you tell us very briefly?
4. **John:** Well, again, I as the Foreign Minister for two years and worked on human rights. But, one of things that I was proudest of was to get the UN to

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listen to what we now call NGO's, ordinary people's groups, but some organised as well. And my view, I really passionately believe now that global is local, you know, Schumacher said, think global, act local. It was wrong, well it was right at the time, but the world's more complicated, the global is local, the local is global, we're all mixed up.

5. **Mary:** Absolutely.
6. **John:** So the strains, the stresses, the conflicts, the tensions internationally are on our terraces and tower blocks, they're there because people live next door to each other. So you've got to reconcile things at the street level or we're all dead.
7. And I think...I'll give a good example. Two men have walked down my street for twenty three years until recently, on opposite sides of the street and never spoken, one from India, one from Pakistan. And they fight over Kashmir, and they blame me because our Labour Government in 1947 split up India. I wasn't born then, but I have to walk down the middle of the street and, you know...
8. So they go to the paper shop. Now just around Christmas time, I saw them coming down the middle of my street with an arm round each other. I went what has gone on here? Have you inter-married? Has there been act of God? No, John, we know with the earthquake that there's a great crisis and tragedy. But I saw his country, India, sending a truck with blankets and tents, so we've decided to call the war off in our street.
9. **Mary:** Human rights, you mentioned.
10. **John:** Hmm.
11. **Mary:** And obviously that's something that's premier to a lot of what you do. Can you tell us a bit briefly maybe or...
12. **John:** Yeah, I think...I think again, it's the respect for people, you know, the joy of my job, it's two halves. Listening to the people in Leeds, go down and argue in London to change the laws and budgets, come back and listen, so this dynamic all the time.
13. Youngsters, when I come to go round the schools, for me, have you...you know, their first question, have you met Tony Blair? Have you met the Queen? Have you met the Archbishop of Canterbury? Well the answer is, yes, I have. The joy of the job though is meeting people at all levels in all walks of life. This job is a people centred job, human rights is about people being respected as persons and human beings.
14. That, you know, I often think, with the great computers we've got now, you could keep six billion names and faces together. Now I'm not talking about data, you know, a data collection, but what I'm saying is, anybody that uses

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the expression, disappeared person, to me, I don't want to know. Because, every person that's born has a name and a face, and if anybody disappears someone's responsible, and we want to know about it.

15. So we have to protect, support human beings because they are people, right the way through and not just at birth either, right through, life to death. And so my passion is to say, can we treat each other as human beings. The joy of the job is I meet so many and you'll get such a spark from that, where you see examples of that, despite all the challenges happening.
16. And I think that takes us in the direction of a world that's more integrated, yes globalisation and the force and the economic pressures, force us to be fragmented. I see people building together again and rebuilding from the base, and the more we do that, the more we become international, the more we'll challenge some of the 20th century's laws and boundaries that might not need to be there.
17. **Mary:** Right, okay.

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034 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 4, what is meant by 'think global'?
 - a. think about global warming
 - b. think about the people in your area
 - c. think about the wider world
 - d. think of big ideas

- 2) At number 4, what is meant by 'we're all mixed up'?
 - a. we're all tangled up
 - b. we're all very diverse
 - c. things are more confusing
 - d. everything is the same

- 3) At number 6, what is meant by 'reconcile things at the street level'?
 - a. stop fighting on the street
 - b. talk about problems on the street
 - c. listen to your neighbour
 - d. solve problems which are in our area

- 4) At number 7, what is meant by 'I have to walk down the middle of the road'?
 - a. I cannot take sides in an argument between other people
 - b. I walk down the middle because of workmen on either side
 - c. I do not like to walk on paths

- 5) At number 8, what is meant by 'inter-married'?
 - a. people who marry from different religions or race
 - b. people who get married more than once
 - c. people who marry abroad
 - d. people who marry the same sex

- 6) At number 8, what is meant by 'call the war off in our street'?
 - a. stop the war in our street
 - b. stop fighting and arguing in our street
 - c. telephone someone to stop fighting in the area
 - d. stop all fighting everywhere

- 7) At number 11, what is meant by 'that's **premier**'?
 - a. a premier back account
 - b. the prime minister
 - c. something that is very important

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d. something that is not important

8) At number 13, what is meant by 'meeting people at all levels'?

- a. meeting different types of people, e.g. rich and poor, old and young
- b. meeting people who are a range of heights
- c. talking to people standing up or sitting down
- d. meeting people in houses, flats and offices

9) At number 13, what is meant by 'a people centred job'?

- a. a job which requires you to work in the city centre
- b. a job which requires you to work with lots of people
- c. a job where you are the centre of attention
- d. a job with people in it

10) At number 15, what is meant by 'you'll get such a spark from that'?

- a. something that sparkles and glimmers
- b. you'll get an electric shock from that
- c. you'll get a surprise from doing that
- d. you will get a lot of satisfaction from doing something

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034 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/034.html

Words: *anybody beings briefly complicated global listen organised rights round street*

1. **Mary:** You've done work with the UN as well.

2. **John:** Yeah, yeah.

3. **Mary:**...can you tell us very briefly?

4. **John:** Well, again, I as the Foreign Minister for two years and worked on human [1] _____. But, one of things that I was proudest of was to get the UN to [2] _____ to what we now call NGO's, ordinary people's groups, but some [3] _____ as well. And my view, I really passionately believe now that [4] _____ is local, you know, Schumacher said, think [5] _____ act, local. It was wrong, well it was right at the time, but the world's more [6] _____, the [7] _____ is local, the local is [8] _____, we're all mixed up.

5. **Mary:** Absolutely.

6. **John:** So the strains, the stresses, the conflicts, the tensions internationally are on our terraces and tower blocks, they're there because people live next door to each other. So you've got to reconcile things at the [9] _____ level or we're all dead.

7. And I think ... I'll give a good example. Two men have walked down my [10] _____ for twenty three years until recently, on opposite sides of the

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[11] _____ and never spoken, one from India, one from Pakistan. And they fight over Kashmir, and they blame me because our Labour Government in 1947 split up India. I wasn't born then, but I have to walk down the middle of the [12] _____ and, you know.

8. So they go to the paper shop. Now just around Christmas time, I saw them coming down the middle of my [13] _____ with an arm [14] _____ each other. I went what has gone on here? Have you inter-married? Has there been act of God? No, John, we know with the earthquake that there's a great crisis and tragedy. But I saw his country, India, sending a truck with blankets and tents, so we've decided to call the war off in our [15] _____.

9. **Mary:** Human [16] _____, you mentioned.

10. **John:** Hmm.

11. **Mary:** And obviously that's something that's premier to a lot of what you do. Can you tell us a bit [17] _____ maybe or.

12. **John:** Yeah, I think ... I think again, it's the respect for people, you know, the joy of my job, it's two halves. Listening to the people in Leeds, go down and argue in London to change the laws and budgets, come back and [18] _____, so this dynamic all the time.

13. Youngsters, when I come to go [19] _____ the schools, for me, have you ... you know, their first question, have you met Tony Blair? Have you met the Queen? Have you met the Archbishop of Canterbury? Well the answer is, yes, I have. The joy of the job though is meeting people at all levels in all walks of life. This job is a people centred job, human [20] _____ is about people being respected as persons and human [21] _____.

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14. That, you know, I often think, with the great computers we've got now, you could keep six billion names and faces together. Now I'm not talking about data, you know, a data collection, but what I'm saying is, [22] _____ that uses the expression, disappeared person, to me, I don't want to know. Because, every person that's born has a name and a face, and if [23] _____ disappears someone's responsible, and we want to know about it.

15. So we have to protect, support human [24] _____ because they are people, right the way through and not just at birth either, right through, life to death. And so my passion is to say, can we treat each other as human [25] _____. The joy of the job is I meet so many and you'll get such a spark from that, where you see examples of that, despite all the challenges happening.

16. And I think that takes us in the direction of a world that's more integrated, yes globalisation and the force and the economic pressures, force us to be fragmented. I see people building together again and rebuilding from the base, and the more we do that, the more we become international, the more we'll challenge some of the 20th century's laws and boundaries that might not need to be there.

17. **Mary:** Right, okay.

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034 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: youve done work with the un as well...

john: yeah yeah

mary: ...can you tell us very briefly

john: well again i as the foreign minister for two years and worked on human rights but one of things that i was proudest of was to get the un to listen to what we now call ngos ordinary peoples groups but some organised as well and my view i really passionately believe now that global is local you know schumacher said think global act local it was wrong well it was right at the time but the worlds more complicated the global is local the local is global were all mixed up

mary: absolutely

john: so the strains the stresses the conflicts the tensions internationally are on our terraces and tower blocks theyre there because people live next door to each other so youve got to reconcile things at the street level or were all dead

and i think...ill give a good example two men have walked down my street for twenty three years until recently on opposite sides of the street and never spoken one from india one from pakistan and they fight over kashmir and they blame me because our labour government in 1947 split up india i wasnt born then but i have to walk down the middle of the street and you know...

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Speaker: 035 PC Carole

Mumsey

Job: Police Student Liaison
Officer



Skill

Suggested Activities

Speaking:

Discuss; what are the differences between rights and responsibilities? Are there differences between different cultures in the ways these are understood?

Listening:

Listening for detail: What happened to Carole? How was she injured: What was her reaction?

Reading:

Read insurance claim forms / incident report forms

Writing:

Practice filling in insurance claim forms / incident report forms

Transcript:

1. **Mary:** So, so maybe quite a lot of what you do there is about respect and about rights, but especially about responsibility..
2. **Carole:** Hmm. Yes, definitely about responsibility because everybody has a personal responsibility.
3. **Mary:** Right.
4. **Carole:** I mean, I, I have a bit of an issue with...a personal issue I would say, perhaps, with the claims that people make against other, against other

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people when something's gone wrong, because I, I do feel anybody has a sense of personal responsibility and, we have to take that on board, and you can't blame everybody. You know, we're coming to become a bit of a blame culture really, and you can't blame everybody for things that happen, when you could have done something about it.

5. **Mary:** Right, can you give us an example?
6. **Carole:** Yeah, tripping, tripping over a kerbstone maybe. There is some responsibility on the Council to make sure that they've got safe places for you to, to walk on. Personally, I've tripped over a kerb once, it wasn't, it wasn't one that was jagged or out of order at all, I just fell over it with my hands in my pockets and I broke my nose. But, that was my fault, my responsibility and I'm not going to blame anybody else for that.

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035 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 1, what is meant by 'a lot of what you do'?
 - a. the things she says
 - b. the things she does in her spare time
 - c. things she likes to do in her job
 - d. the most common thing she does in her job

- 2) At number 2, what is meant by 'personal responsibility'?
 - a. personal hygiene
 - b. things we blame others for
 - c. we are each answerable for the things we do
 - d. we should be careful

- 3) At number 4, what is meant by 'I have a bit of an issue'?
 - a. I need the toilet
 - b. I'm not feeling too good
 - c. I have a problem or I get annoyed
 - d. I have something I need to say

- 4) At number 4, what is meant by 'we have to take that on board'?
 - a. you have to accept something and think about it
 - b. something you wish to deny
 - c. a possession you have to take on board an aeroplane

- 5) At number 4, what is meant by 'blame culture'?
 - a. a society where it is common for people to blame each other
 - b. where we hold our self responsible
 - c. where somebody takes responsibility for their actions
 - d. blaming the culture when things go wrong

- 6) At number 6, what is meant by 'jagged or out of order'?
 - a. sharp
 - b. broken or not working
 - c. not open
 - d. closed

- 7) How did Carole break her nose?
 - a. she tripped over her own feet and hit the pavement
 - b. she tripped over a ball and hit the pavement
 - c. she tripped over a broken kerb and hit the pavement

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d. she tripped over a stone and hit the pavement

8) Why didn't she use her hands to stop her face hitting the pavement?

- a. because she was sipping her drink
- b. because she was on the phone
- c. because she was listening to her walkman
- d. because her hands were in her pocket

9) At number 6, what is meant by 'the Council'?

- a. a public organisation
- b. a block of council flats
- c. government group of people responsible for running each city
- d. the name of a shop or company

10) Who does Carole think is to blame for breaking her nose?

- a. herself
- b. the Council
- c. the kerb company
- d. the police force

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035 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/035.html

Words: *anybody blame everybody issue personal something tripped tripping*

1. **Mary:** So, so maybe quite a lot of what you do there is about respect and about rights, but especially about responsibility.

2. **Carole:** Hmm. Yes, definitely about responsibility because [1] _____ has a [2] _____ responsibility.

3. **Mary:** Right.

4. **Carole:** I mean, I, I have a bit of an [3] _____ with ... a [4] _____ [5] _____ I would say, perhaps, with the claims that people make against other, against other people when something's gone wrong, because I, I do feel [6] _____ has a sense of [7] _____ responsibility and, we have to take that on board, and you can't [8] _____ [9] _____. You know, we're coming to become a bit of a [10] _____ culture really, and you can't [11] _____ [12] _____ for things that happen, when you could have done [13] _____ about it.

5. **Mary:** Right, can you give us an example?

6. **Carole:** Yeah, [14] _____, [15] _____ over a kerbstone maybe. There is some responsibility on the Council to make sure that they've got safe places for you to, to walk on. Personally, I've [16] _____ over a kerb once, it wasn't, it wasn't one that was jagged or out of order at all, I just fell

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over it with my hands in my pockets and I broke my nose. But, that was my fault, my responsibility and I'm not going to [17] _____ [18] _____ else for that.

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035 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
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4. Check your answers by reading the full text.

mary: so so maybe quite a lot of what you do there is about respect and about rights but especially about responsibility

carole: hmm yes definitely about responsibility because everybody has a personal responsibility

mary: right

carole: i mean i i have a bit of an issue with...a personal issue i would say perhaps with the claims that people make against other against other people when somethings gone wrong because i i do feel anybody has a sense of personal responsibility and we have to take that on board and you cant blame everybody you know were coming to become a bit of a blame culture really and you cant blame everybody for things that happen when you could have done something about it

mary: right can you give us an example

carole: yeah tripping tripping over a kerbstone maybe there is some responsibility on the council to make sure that theyve got safe places for you to to walk on personally ive tripped over a kerb once it wasnt it wasnt one that was jagged or out of order at all i just fell over it with my hands in my pockets and i broke my nose but that was my fault my responsibility and im not going to blame anybody else for that

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Speaker: 036 Monira Khan

Job: ESOL Tutor



Skill	Suggested Activities
Speaking:	Students discuss own experience of racism in this country and elsewhere. Discuss strategies to deal with it.
Listening:	Listen to the advice Monira gives to people who experience racism. Use this to focus discussion onto what you can do about it. Listen for detail regarding Monira's account of what happened in her first house.
Reading:	Research the life stories / experience of different immigrants to the UK using the internet
Writing:	Write an account of moving to the UK; what was difficult? What were the good aspects? Describe people you met and your first accommodation.

Transcript:

1. **Mary:** Thank you Monira for being willing to be interviewed.
2. **Monira:** You're welcome.
3. **Mary:** Okay, so can you tell me then a little bit about your experiences when you came to this country and your experiences of racism especially?
4. **Monira:** Yes. Hmm, I came to Leeds 1977, no '79.
5. **Mary:** Right.

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6. **Monira:** Okay, and I was sharing a house with my friend first few month, then I moved out to my own house in Leeds 5, Vespa Road, and I still live in number 93, Vespa Road. But, after we moved in I was...I...working like, one flower, planting some flower in my dining room table and all of a sudden I heard a noise. And I couldn't believe that something can happen, really, that time. But I wasn't frightened, I thought, you know, oh a nice neighbour, everything nice, everything going on alright.
7. What is it? Didn't that move, my curtain? And I saw some glasses, and then I thought someone thrown a stone. Yeah, then I just went up the stair.
8. And first I thought maybe accidentally until something happened. And then I went to my next door neighbour and says, look, someone threw a stone. And they said, oh this thing happen sometime, you know, and just then I called my husband at work. He came, I didn't bother, I just pick up.
9. And that was really the start. And after that I was a little bit frightened. Then, when I realised that people deliberately doing it, to harm somebody. So I had two small children, one was a baby. My husband used to work at night, so he used to come home like two o'clock, he had his own business. And some people probably thought I'm on my own, single parent with two children, because they can only see me going out with them, coming inside.
10. He used to go to work and come very late. So, my...I had a very good neighbour, who told me that if anything happened, don't be frightened, ring me, and contact me, I'm here always. And he was at home all the time because he had some angina problem.
11. So it started from there. Then I used to leave my sitting room lights on, because if they know that I'm working and busy they used to do it. A couple of times they did minor incident. Then one occasion my...I was up the stair, up the stair, the bedroom light was on, and someone thrown a big stone ball in my upstairs window, the first time they did it upstairs.
12. And I thought, oh, oh my God, my son was still a baby. I telephoned the Police, obviously the Police was late. Then my next door neighbour came with the sound. And I always open the door after he...I see him. And then he came in, and he talked to the Police as well. And Police didn't come.
13. Next morning the Police came because it's minor incident and, nowadays, this thing happen. So my neighbour was so furious he telephoned...he wrote to the Councillor and all the other people, 'cause this is the situation. One occasion when Police was in my house, Police was telling me, this is not racism, and it's happening everywhere. So I am victim, but nothing much they can do until...unless they have proof who is doing it. But, I knew who...
14. **Mary:** You knew who was doing it?

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15. **Monira:** Yes, young children, like teenagers.
16. **Mary:** Right.
17. **Monira:** They're usually next...near my house there is a Church wall and they used to sit there. Sometime after...every time I went to school or something they used to put a sticker, Paki go out, things like that on my garage door, so I knew they're doing it.
18. But, I had no proof to prove it, but my neighbour he tried, he wrote Councillor, you know, here and there and in front of me he told the Police Officer that I must prepare, this is racism.
19. Anyway, last time when I decided I'd move out, I was hanging the washing out and I had my little boy with me. And I was coming inside the door a young boy, again teenage, throwing milk bottle and breaking in my path, you know, driveway. And three throw milk bottle, and they were so angry with my neighbour, they broke a couple of them in my neighbour's house as well, 'cause he's coming and helping me, and this target to disturb him as well.
20. So I telephoned...I, I was about to pick up the glasses because children play there, then I thought I should ring Police, they should come and see first. Then when I telephoned Police, the things I didn't like, the Police told me, oh Madam, these things happen nowadays, you just pick up, you know, and cleaning...things, something they mentioned.
21. And I thought I have to do it, I know that, but I just wanted to show you the...
22. **Mary:** Absolutely, yes.
23. **Monira:** ...situation. You know, they used to throw not only milk bottle, coffee jar, wine bottle, things like that. And after Christmas, one day Police came to my house and told me they roughly know who are they, like there was a National Front Office in Horsforth somewhere, I don't know. They play with those balls, you know, like your stone, billiard or something. And one of the ball was missing.
24. So they knew someone linked with that Club, and they deliberately took that ball and, and I kept it. I gave it to the Police, the heavy ball. So nothing happened, so I decided to move out.
25. My neighbour was against me moving out, he was saying that, please don't move out, this thing should stop. But, after they had thrown the milk bottle so close to my son, I was really frightened. And I thought, if it's hit him, then it will be too late for me to do anything. Even if it could, you know, I am not bothered if it's hitting me just...or anything happening.

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26. But, my neighbour was still, you know, his wife coming to my house and saying, you know, it was so nice but, nothing you can do.
27. The first time I moved out from that house I went to a rental house, I felt nobody want to hit me or anything. My mind was much fresher, even after all this hard work, moving out, in a rental house in Leeds 11.
28. So I understand why some people do not want to live within a working class, white or other background, you know, they find themselves isolated mainly.
29. **Mary:** Yes, yes.
30. **Monira:** And I could see with my student when they have this type of problem, you know, why they want to move out and move into area where more...and worst area, and sometimes it's a new house in Chapeltown building, why you don't like that area? Why you want to move in here? Sometimes I ask this question. But sometimes when they suffer, you know, you understand why they want to move out really.
31. **Mary:** Yes, so do your students come to you for advice about what to do?
32. **Monira:** Not particular advice, you know, beginning of the class or after class, sometimes they say, oh last night I couldn't sleep. Why? Up the stairs, someone playing music all night. And who complain? Council houses, you can't do anything. Or maybe frightened, complain and after that person is so angry, if you see up there you know, what will happen.
33. So, there's things, there's different type of problem, but I understand why they want to move out. And, to me, it's nice house, why you want to move out? Anybody will say that, but they'll go to older house, maybe not as nice, maybe not as healthy, but still they want to move out, the main reason, they want peace of mind.
34. **Mary:** Yes, absolutely, absolutely. So would you have advice then to share with people or if people are facing this kind of situation..
35. **Monira:** The best advice I'll have, if you have good neighbourhood, together do something, and all the police want is evidence, you have to take photograph, maybe the camera, you know, outside your house, which is expensive, not everybody can afford. You know, these things happen and it's very difficult to go, you know.

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036 Questions: answers at back or visit www.esoluk.co.uk

- 1) When did Monira come to Leeds?
 - a. 1979
 - b. 1977
 - c. 79
 - d. 77

- 2) At number 3, what is meant by 'your experiences of racism'?
 - a. if you have seen anyone from a different race
 - b. if you have suffered from abuse because of your skin colour or race
 - c. if you have seen racism in your area

- 3) At number 7, what is meant by 'I saw some glasses'?
 - a. I saw my drinking glasses broken
 - b. I saw a man wearing glasses
 - c. I saw broken window glass
 - d. I saw broken car window

- 4) At number 8, what is meant by 'I just pick up'?
 - a. I picked up my son
 - b. I picked up the washing
 - c. I picked up the phone
 - d. I picked up the broken glass

- 5) At number 13, why did the police think it wasn't racism?
 - a. because people were throwing stones and bottles in lots of places
 - b. because it hadn't happened many times
 - c. because they could not prove who had done it

- 6) At number 19, what is meant by 'this target to disturb him as well'?
 - a. people didn't like her neighbour
 - b. her neighbour became a victim because he helped Monira
 - c. people attacked her neighbour

- 7) At number 23, what is the 'National Front'?
 - a. a local community
 - b. an organisation that supports all race and religions
 - c. an organisation that supports white people only and is against immigration
 - d. a place to visit

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8) At number 24, where did the heavy ball come from?

- a. a neighbours house
- b. from the victims house
- c. the shop around the corner
- d. a pool ball taken from the National Front Office

9) At number 27, what is meant by 'my mind was much fresher'?

- a. my mind was much calmer
- b. my mind was spotless
- c. my head was clean
- d. my head was open

10) At number 28, what does Monira mean by 'find themselves isolated'?

- a. find themselves very cold
- b. they will be very alone
- c. find themselves very popular

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036 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/036.html

Words: *absolutely advice complain frightened happen nowadays police rental telephoned thrown upstairs*

1. **Mary:** Thank you Monira for being willing to be interviewed.
2. **Monira:** You're welcome.
3. **Mary:** Okay, so can you tell me then a little bit about your experiences when you came to this country and your experiences of racism especially?
4. **Monira:** Yes. Hmm, I came to Leeds 1977, no '79.
5. **Mary:** Right.
6. **Monira:** Okay, and I was sharing a house with my friend first few month, then I moved out to my own house in Leeds 5, Vespa Road, and I still live in number 93, Vespa Road. But, after we moved in I was ... I ... working like, one flower, planting some flower in my dining room table and all of a sudden I heard a noise. And I couldn't believe that something can [1] _____, really, that time. But I wasn't [2] _____, I thought, you know, oh a nice neighbour, everything nice, everything going on alright.
7. What is it? Didn't that move, my curtain? And I saw some glasses, and then I thought someone [3] _____ a stone. Yeah, then I just went up the stair.

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8. And first I thought maybe accidentally until something happened. And then I went to my next door neighbour and says, look, someone threw a stone. And they said, oh this thing [4] _____ sometime, you know, and just then I called my husband at work. He came, I didn't bother, I just pick up.

9. And that was really the start. And after that I was a little bit [5] _____. Then, when I realised that people deliberately doing it, to harm somebody. So I had two small children, one was a baby. My husband used to work at night, so he used to come home like two o'clock, he had his own business. And some people probably thought I'm on my own, single parent with two children, because they can only see me going out with them, coming inside.

10. He used to go to work and come very late. So, my ... I had a very good neighbour, who told me that if anything happened, don't be [6] _____, ring me, and contact me, I'm here always. And he was at home all the time because he had some angina problem.

11. So it started from there. Then I used to leave my sitting room lights on, because if they know that I'm working and busy they used to do it. A couple of times they did minor incident. Then one occasion my ... I was up the stair, up the stair, the bedroom light was on, and someone [7] _____ a big stone ball in my [8] _____ window, the first time they did it [9] _____.

12. And I thought, oh, oh my God, my son was still a baby. I [10] telephoned the [11] _____, obviously the [12] _____ was late. Then my next door neighbour came with the sound. And I always open the door after he ... I see him. And then he came in, and he talked to the [13] _____ as well. And [14] _____ didn't come.

13. Next morning the [15] _____ came because it's minor incident and, [16] nowadays this thing [17] happen. So my neighbour was so furious he [18]

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telephoned ... he wrote to the Councillor and all the other people, 'cause this is the situation. One occasion when [19] _____ was in my house, [20] _____ was telling me, this is not racism, and it's happening everywhere. So I am victim, but nothing much they ... can do until ... unless they have proof who is doing it. But, I knew who.

14. **Mary:** You knew who was doing it?

15. **Monira:** Yes, young children, like teenagers.

16. **Mary:** Right.

17. **Monira:** They're usually next ... near my house there is a Church wall and they used to sit there. Sometime after ... every time I went to school or something they used to put a sticker, Paki go out, things like that on my garage door, so I knew they're doing it.

18. But, I had no proof to prove it, but my neighbour he tried, he wrote Councillor, you know, here and there and in front of me he told the [21] _____ Officer that I must prepare, this is racism.

19. Anyway, last time when I decided I'd move out, I was hanging the washing out and I had my little boy with me. And I was coming inside the door a young boy, again teenage, throwing milk bottle and breaking in my path, you know, driveway. And three throw milk bottle, and they were so angry with my neighbour, they broke a couple of them in my neighbour's house as well, 'cause he's coming and helping me, and this target to disturb him as well.

20. So I [22] telephoned ... I, I was about to pick up the glasses because children play there, then I thought I should ring [23] _____, they should come and see first. Then when I [24] _____ [25] police, the things I didn't like, the [26] _____ told me, oh Madam, these things [27] happen [28]

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_____, you just pick up, you know, and cleaning ... things, something they mentioned.

21. And I thought I have to do it, I know that, but I just wanted to show you the...

22. **Mary:** [29] _____, yes.

23. **Monira:**...situation. You know, they used to throw not only milk bottle, coffee jar, wine bottle, things like that. And after Christmas, one day [30] _____ came to my house and told me they roughly know who are they, like there was a National Front Office in Horsforth somewhere, I don't know. They play with those balls, you know, like your stone, billiard or something. And one of the ball was missing.

24. So they knew someone linked with that Club, and they deliberately took that ball and, and I kept it. I gave it to the [31] _____, the heavy ball. So nothing happened, so I decided to move out.

25. My neighbour was against me moving out, he was saying that, please don't move out, this thing should stop. But, after they had [32] _____ the milk bottle so close to my son, I was really [33] _____. And I thought, if it's hit him, then it will be too late for me to do anything. Even if it could, you know, I am not bothered if it's hitting me just ... or anything happening.

26. But, my neighbour was still, you know, his wife coming to my house and saying, you know, it was so nice but, nothing you can do.

27. The first time I moved out from that house I went to a [34] _____ house, I felt nobody want to hit me or anything. My mind was much fresher, even after all this hard work, moving out, in a [35] _____ house in Leeds 11.

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28. So I understand why some people do not want to live within a working class, white or other background, you know, they find themselves isolated mainly.

29. **Mary:** Yes, yes.

30. **Monira:** And I could see with my student when they have this type of problem, you know, why they want to move out and move into area where more ... and worst area, and sometimes it's a new house in Chapeltown building, why you don't like that area? Why you want to move in here? Sometimes I ask this question. But sometimes when they suffer, you know, you understand why they want to move out really.

31. **Mary:** Yes, so do your students come to you for [36] _____ about what to do?

32. **Monira:** Not particular [37] _____, you know, beginning of the class or after class, sometimes they say, oh last night I couldn't sleep. Why? Up the stairs, someone playing music all night. And who complain? Council houses, you can't do anything. Or maybe [38] frightened, [39] complain and after that person is so angry, if you see up there you know, what will [40] _____.

33. So, there's things, there's different type of problem, but I understand why they want to move out. And, to me, it's nice house, why you want to move out? Anybody will say that, but they'll go to older house, maybe not as nice, maybe not as healthy, but still they want to move out, the main reason, they want peace of mind.

34. **Mary:** Yes, [41] absolutely, [42] absolutely. So would you have [43] _____ then to share with people or if people are facing this kind of situation.

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35. **Monira:** The best [44] _____ I'll have, if you have good neighbourhood, together do something, and all the [45] _____ want is evidence, you have to take photograph, maybe the camera, you know, outside your house, which is expensive, not everybody can afford. You know, these things [46] _____ and it's very difficult to go, you know.

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036 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: thank you monira for being willing to be interviewed

monira: youre welcome

mary: okay so can you tell me then a little bit about your experiences when you came to this country and your experiences of racism especially

monira: yes hmm i came to leeds 1977 no 79

mary: right

monira: okay and i was sharing a house with my friend first few month then i moved out to my own house in leeds 5 vespa road and i still live in number 93 vespa road but after we moved in i was...i...working like one flower planting some flower in my dining room table and all of a sudden i heard a noise and i couldnt believe that something can happen really that time but i wasnt frightened i thought you know oh a nice neighbour everything nice everything going on alright

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036 writing activity:

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

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037 Declaration of Human Rights

Skill	Suggested Activities
Speaking:	Focus on one or two of the rights mentioned and discuss what they mean in detail eg Freedom of Expression; Responsibility to your community.
Listening:	Have some of the rights listed on card: listen to the voiceover and put in the correct order.
Reading:	Have some of the rights listed on card; listen to voiceover and put in the correct order. Look to see if your institution lists the rights and responsibilities of students eg in college handbook; and if it does, compare and contrast with this declaration. Where do the 2 connect?
Writing:	Most of the rights listed are not in complete sentences. Focusing on grammar, ask students to develop them into complete sentences eg 'Everyone has the right to education.' 'There should be no slavery/ There must not be any slavery.' Could use as an exercise to distinguish uses of must / should etc.

Transcript:

- 1 We Are All Born Free and Equal
- 2 Freedom from Discrimination of any kind
- 3 The Right to Life
- 4 No Slavery
- 5 No Torture
- 6 Rights as a Person No Matter Where You Go
- 7 All are Equal Before the Law
- 8 Your Human Rights Are Protected by Law
- 9 No Unfair Arrest, Detention or Exile
- 10 The Right to Trial

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- 11 Innocent Till Proven Guilty
- 12 The Right to Privacy
- 13 Freedom to Move Inside your own Country and to Leave
- 14 The Right to Seek a Safe Place to Live in Other Countries
- 15 Right to a Nationality
- 16 Right to Marriage and Family
- 17 The Right to Own Your Own Things
- 18 Freedom of Thought
- 19 Freedom of Expression
- 20 The Right to Public Assembly
- 21 The Right to Take Part in the Government of Your Country
- 22 The Right to Social Security
- 23 The Right to Work and to Choose Your Work
- 24 The Right to Rest and Leisure
- 25 Food and Shelter for All
- 26 The Right to Education
- 27 The Right to Enjoy Arts, Science and Copyright
- 28 The Right to Social Order as Defined in this Declaration
- 29 Responsibility to Your Community
- 30 No One Can Take Away Your Human Rights

6 Human Rights

037 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/037.html

Words: *country discrimination equal exile freedom protected rights social work*

1 We Are All Born Free and [1] _____

2 [2] _____ from [3] _____ of any kind

3 The Right to Life

4 No Slavery

5 No Torture

6 [4] _____ as a Person No Matter Where You Go

7 All are [5] _____ Before the Law

8 Your Human [6] _____ Are [7] _____ by Law

9 No Unfair Arrest, Detention or Exile

10 The Right to Trial

11 Innocent Till Proven Guilty

12 The Right to Privacy

13 [8] _____ to Move Inside your own [9] _____ and to Leave

14 The Right to Seek a Safe Place to Live in Other Countries

15 Right to a Nationality

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16 Right to Marriage and Family

17 The Right to Own Your Own Things

18 [10] _____ of Thought

19 [11] _____ of Expression

20 The Right to Public Assembly

21 The Right to Take Part in the Government of Your [12] _____

22 The Right to [13] _____ Security

23 The Right to [14] _____ and to Choose Your Work

24 The Right to Rest and Leisure

25 Food and Shelter for All

26 The Right to Education

27 The Right to Enjoy Arts, Science and Copyright

28 The Right to [15] _____ Order as Defined in this Declaration

29 Responsibility to Your Community

30 No One Can Take Away Your Human Rights

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Answer key to questions

032: 1) c 2) c 3) b 4) b 5) d 6) d 7) a 8) b 9) c 10) d

033: 1) c 2) d 3) a 4) b 5) c 6) d 7) a 8) b 9) a 10) b

034: 1) c 2) c 3) d 4) a 5) a 6) b 7) c 8) a 9) b 10) d

035: 1) d 2) c 3) c 4) a 5) a 6) b 7) c 8) d 9) c 10) a

036: 1) a 2) b 3) c 4) d 5) a 6) b 7) c 8) d 9) a 10) b

Interviewers: Mary Clayton and Wendy Godden

Filming, editing, web design: Stephen Woulds

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