

**Технологическая карта урока английского языка в 9 классе
в соответствии с ФГОС.**

Автор: Долганова Дарья Михайловна,
Бадретдинова Оксана Александровна
Должность: учителя английского языка,
муниципальное образовательное
учреждение «Средняя школа №43 с
углубленным изучением немецкого языка»
г. Ярославль

Технологическая карта урока

Предмет: английский язык.

Класс: 9 «А»

УМК: И.Н. Верещагина, О.В. Афанасьева «Английский язык» IX класс.

Тема урока: “What are human rights?”

Тип урока: урок открытия нового знания

Цель урока: **к концу урока учащиеся научатся** строить связанное монологическое высказывание по теме «Что такое права человека».

Задачи урока: 1) Распознавать значение и употреблять в речи основные изученные ранее лексические единицы и грамматические структуры по теме «Права человека»; 2) Активизировать грамматический материал (употребление повелительных предложений, модальных глаголов should/must); 3) Извлекать из прочитанного текста необходимую информацию с полным пониманием; 4) Рассказать права человека, опираясь на зрительные и слуховые источники информации; 5) Развивать механизм языковой догадки; 6) Воспитывать бережное и уважительное отношение окружающим; 7) Соизмерять свои поступки с нравственными ценностями; 8) Развивать умения работать в группах, индивидуально, обобщая полученную информацию, находить решение поставленных задач.

Занятие нацелено на достижение следующих результатов ФГОС среднего общего образования:

Личностные:

- формировать гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности.

Метапредметные:

- формировать умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
- формировать умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Предметные:

- формировать коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире.

Ожидаемые результаты занятия

Предметные:

- учащиеся используют новую и активизируют ранее изученную лексику в речи;
- учащиеся адекватно воспринимают речь учителя и одноклассников по обсуждаемой теме.

Метапредметные:

- учащиеся обосновывают свою точку зрения, приводя примеры;
- учащиеся организуют эффективное учебное сотрудничество и совместную деятельность в парах и группах;
- учащиеся принимают участие в обсуждении, выражают свое мнение, учитывая мнение других участников.

Личностные:

- учащиеся соизмеряют свои поступки с нравственными ценностями.

Урок был разработан на основе:

- технологии проектной деятельности; технологии проблемного обучения; технологии коммуникативного обучения, технологии CLIL.
- принципа личностно-ориентированного обучения, принципа деятельностного обучения, принципа наглядности, сознательности и творческого характера обучения.

- Оборудование и материалы:
- Компьютер, проектор, раздаточный материал (Appendix 1-8).

Литература и информационные ресурсы

1. УМК: И.Н. Верещагина, О.В. Афанасьева «Английский язык»)
2. The Universal Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-riahts/1.htm>)
3. Compass. A Manual on Human Rights Education. *Council of Europe, 2012.*



It is impossible for a person as a spiritual being to live outside the law,
for it determines supports the social roots of the individual spirit.

I. Ilyin

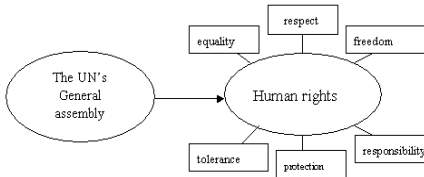
СТРУКТУРА И ХОД УРОКА

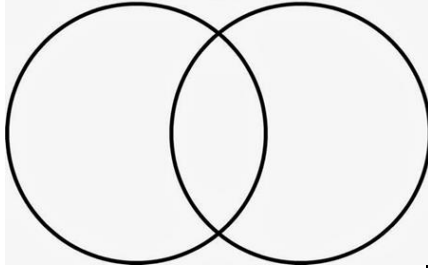
	Этап урока	Деятельность учителя	Деятельность ученика	Формируемые УУД	время	Как формируется компонент функциональной грамотности?
ВЫЗОВ						
1	Орг. момент:	Учитель приветствует учеников и настраивает их на работу: Good morning! Take your seats, please and get ready for the lesson. How are you, today? Are you OK, today?	Приветствуют учителя, соблюдая нормы речевого этикета. Взаимодействуют с учителем во время беседы, осуществляемой во фронтальном режиме.	КУУД: Взаимодействуют с учителем во время приветствия. Слушают собеседника. КУУД: выражают свои мысли при ответах на вопросы.	2 мин.	
2	Постановка	Для того чтобы помочь ученикам предположить тему	Обучающиеся читают и стараются догадаться, о чём	РУУД: пробуждение интереса к учебной	5 мин.	

<p>целей и задач урока</p> <p>Мотивация к учебной деятельности.</p>	<p>урока учитель просит прочитать предложения (заранее написанные на доске или флипчате) и вставить попущенную фразу в предложения – Human rights. (Appendix 1)</p> <p>Think of a definition of the word “right”. What does it mean?</p> <p>Can every human have rights?</p> <p>Учитель сообщает ученикам breaking news:</p> <p><i>Teacher tells them breaking news: scientists have discovered a new planet and it has everything needed to sustain human life! No one has ever lived there before. There are no laws, no rules, and no history. You will all be settlers here, and in preparation your group has been appointed to draw up the bill of rights for this all-new planet. You do not know what position you will have in this country.</i></p> <p>The UN’s General assembly asks teens all over the world to create a new list of rights for it. What rights should be included in it? What should we know to create such a bill and to persuade people all over the world of importance and necessity of human rights for society.</p>	<p>пойдет речь на уроке.</p> <p>Possible answer: “Something that you are officially allowed to do”</p> <p>Обучающиеся совместно с учителем ставят перед собой цель урока и задачи:</p> <p>To know and be able to speak about human rights and present a bill we need to</p> <ul style="list-style-type: none"> • To revise the vocabulary • To name the main human rights • To get acquaintance with the Universal Declaration of human rights • To explain the necessity of human rights for society <p>Цель и задачи вывешиваются на доске</p>	<p>деятельности</p> <p>КУУД:</p> <p>Взаимодействуют с учителем, пытаюсь определить, какие права поместить в Билль и узнать, почему они так важны для человечества.</p>		
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

3	Актуализация знаний лексики	<p>Учитель организывает работу учащихся в группах Now you will work in groups. You'll divide the words into 2 columns</p> <p>1. Работа с карточками (вокабуляром) в группах. Match the words and their definitions. (на доске) (Appendix 2)</p> <table border="1" data-bbox="524 571 889 847"> <thead> <tr> <th colspan="2">Appendix 2</th> </tr> <tr> <th colspan="2">Match the words and their definitions</th> </tr> </thead> <tbody> <tr> <td>1. Right</td> <td>a) to treat someone cruelly or unfairly over a period of time</td> </tr> <tr> <td>2. Freedom</td> <td>b) a situation in which people have the same rights</td> </tr> <tr> <td>3. Duty</td> <td>c) something that you are legally or officially allowed to do</td> </tr> <tr> <td>4. Equality</td> <td>d) a cruel act of hurting someone</td> </tr> <tr> <td>5. Persecute</td> <td>e) the right to do what you want without being controlled or restricted</td> </tr> <tr> <td>6. To interfere</td> <td>f) to do something against an official law or principle</td> </tr> <tr> <td>7. Torture</td> <td>g) treating a person or group differently from another in an unfair way</td> </tr> <tr> <td>8. Discrimination</td> <td>h) something that you have to do because it is legally right; obligation</td> </tr> <tr> <td>9. To guarantee</td> <td>i) to promise to do something or to promise that something will happen</td> </tr> <tr> <td>10. To violate</td> <td>j) to try to influence a situation that you should not be involved in</td> </tr> </tbody> </table> <p>2. Brainstorming: Учащимся предлагается назвать виды права человека, которые они знают (учитель записывает их на доске)</p> <ul style="list-style-type: none"> • To speak freely • To get educated • To choose the work you like • To choose the climate you want to live in • To be equal with other people • To get a driving license at the age of 14 	Appendix 2		Match the words and their definitions		1. Right	a) to treat someone cruelly or unfairly over a period of time	2. Freedom	b) a situation in which people have the same rights	3. Duty	c) something that you are legally or officially allowed to do	4. Equality	d) a cruel act of hurting someone	5. Persecute	e) the right to do what you want without being controlled or restricted	6. To interfere	f) to do something against an official law or principle	7. Torture	g) treating a person or group differently from another in an unfair way	8. Discrimination	h) something that you have to do because it is legally right; obligation	9. To guarantee	i) to promise to do something or to promise that something will happen	10. To violate	j) to try to influence a situation that you should not be involved in	<p>Учащиеся, повторяя изученный вокабуляр, соединяют карточку-термин с его описанием.</p> <p>Обучающиеся предлагают свои варианты прав человека.</p> <p>Обучающиеся предлагают свой список прав человека для вновь открытой планеты. В конце все варианты прав создают один большой список на доске.</p>	<p>КУУД: Взаимодействуют друг с другом в группах, пытаюсь систематизировать ранее изученные лексические единицы.</p> <p>ПУУД и РУУД: Обобщают ранее изученный материал, выделяя виды прав человека</p> <p>ЛУУД: стремление к совершенствованию собственной речевой культуры</p>	7мин.	
Appendix 2																														
Match the words and their definitions																														
1. Right	a) to treat someone cruelly or unfairly over a period of time																													
2. Freedom	b) a situation in which people have the same rights																													
3. Duty	c) something that you are legally or officially allowed to do																													
4. Equality	d) a cruel act of hurting someone																													
5. Persecute	e) the right to do what you want without being controlled or restricted																													
6. To interfere	f) to do something against an official law or principle																													
7. Torture	g) treating a person or group differently from another in an unfair way																													
8. Discrimination	h) something that you have to do because it is legally right; obligation																													
9. To guarantee	i) to promise to do something or to promise that something will happen																													
10. To violate	j) to try to influence a situation that you should not be involved in																													

		<ul style="list-style-type: none"> To know what your rights are To be protected against religious discrimination To be protected against strict teachers. <p>3. Each group should make a list of 10 rights that all the group agrees upon.</p>				
ОСМЫСЛЕНИЕ						
4	Применение знаний и умений в новой ситуации работы с видео текстом	<p>Учитель: To answer the question what human rights are, we should watch a video a make the sentences True or False. (Appendix 3)</p> <ol style="list-style-type: none"> Everyone should have the right to carry a gun. Everyone should have the right to decide whom to marry. Women should take an active part in the government. Violence on television should be prohibited because it encourages people to act violently. If a person wants to bully others, he should 	<p>Включаются в самостоятельную деятельность, обсуждают информацию в группах, систематизируют и обобщают прочитанную информацию из текста и картинок, выделяют необходимое для решения учебной задачи, кратко в письменном виде формулируют причины загрязнения, сотрудничают с одноклассниками в группе, отстаивают свою точку зрения, аргументируют свои ответы. Приклеивают картинки и получившиеся</p>	<p>РУУД и ПУУД: Поиск и выделение необходимой информации и способов ее реализации, пользуясь видеотекстом, накопленным ранее жизненным опытом и информацией интегративного характера. РУУД: уметь оценить полученную информацию через чтение текста, заполнив таблицу нужно информацией по ситуации.</p>	7 мин.	

		<p>be allowed to do so.</p> <p>6. Every person should have the rights to own a house, land or business.</p>	<p>записи с причинами на постер.</p>			
5	<p>Реализация построенного проекта.</p>	<p>As a group, decide what to call a new country and select the ten most important rights from those that you all suggested. Give your reasons.</p> <p>The UN's General assembly adopted a Universal Declaration of Human Rights. Read the text and a shortened version of Universal Declaration of Human Rights (Appendix 4). Classified the rights into groups.</p>  <p>Compare your rights for the new planet and the rights and freedoms listed in the Declaration. Make a Venn diagram (Appendix 5) Try to explain similarities and the differences. Have you invented any new Human rights which you think are essential in the 21</p>	<p>Классифицируют права человека по группам. Составляют кластер. Выделяют общее и различное между тем списком прав, которые создали они и правами, которые записаны в Декларации прав человека. Строят самостоятельно монологическое высказывание с помощью опоры Appendixб. Выступают с сообщениями от группы. Аргументируют свои ответы.</p>	<p>КУУД и ЛУУД: дают устные ответы по заданию своей группы, слушают выступающих, задают вопросы, отвечают на вопросы, приходят к единому мнению об необходимости существования прав человека.</p> <p>ПУУД: поиск информации, анализ, сравнение времён.</p> <p>РУУД: Осуществляют самоконтроль и анализируют допущенные ошибки.</p>	5 мин.	

		<p>century?</p> <p>VENN DIAGRAM</p> <p><i>Different Same Different</i></p>  <p>У: предлагает учащимся приступить к проекту.</p>				
<p>6</p>	<p>Самостоятельная работа с самопроверкой по эталону.</p>	<p>Are we getting the human rights straight? Listen to the listening and fill in the missing information in your cards. After it check yourself. (Appendix 6)</p> <p>I think human rights only became _____ World War II. That's when the United Nations _____ Universal Declaration on human rights. This is kind of the rulebook, the _____ of human rights. When I look at the world today, it seems not many people have read this. I doubt if most people _____. I think government leaders _____ about this. A lot of them _____ about human rights. I can't believe it's the twenty-first century and human rights _____ issue in</p>	<p>Обучающиеся выполняют задание на аудирование «What are human rights»</p> <p>проверяют свои ответы по ключу</p> <p><i>The Rights Bingo game (a mingling activity)</i></p> <p>Students walk about the classroom asking one question from the card (See the sample - Appendix 6) of each classmate. A different student should</p>	<p>ПУУД: воспринимать и понимать с опорой на языковую догадку краткий несложный аудио текст; выделять нужную информацию; уметь оценить полученную информации.</p> <p>ПУУД: поиск информации, анализ, сравнение времён.</p> <p>ЛУУД: поиск и</p>	<p>5 мин.</p>	

	<p>Динамическая пауза.</p>	<p>pretty much all of the world's countries. The most powerful countries even attack _____ for abusing human rights. I hope _____ all human rights are respected. That will _____.</p> <p>Appendix 5 "Bingo!" card (a sample)</p> <table border="1" data-bbox="506 459 943 927"> <tr> <td data-bbox="506 459 607 612"> <p>at that side what d select ghts from sted. Give</p> </td> <td data-bbox="607 459 853 612"> <p>A special right all children should have</p> </td> <td data-bbox="853 459 943 612"> <p>A violation</p> </td> </tr> <tr> <td data-bbox="506 612 607 762"> <p>d to</p> </td> <td data-bbox="607 612 853 762"> <p>An example of discrimination</p> </td> <td data-bbox="853 612 943 762"> <p>A right de your cour</p> </td> </tr> <tr> <td data-bbox="506 762 607 927"> <p>human</p> </td> <td data-bbox="607 762 853 927"> <p>One of the characteristics of human rights</p> </td> <td data-bbox="853 762 943 927"> <p>A human denied to from your</p> </td> </tr> </table>	<p>at that side what d select ghts from sted. Give</p>	<p>A special right all children should have</p>	<p>A violation</p>	<p>d to</p>	<p>An example of discrimination</p>	<p>A right de your cour</p>	<p>human</p>	<p>One of the characteristics of human rights</p>	<p>A human denied to from your</p>	<p>answer each question. The student's name should be written in the space provided. Some brief notes about the answer should be also written down. The person who has got names and answers in each box shouts, 'Bingo'. The questions dealing with the personal experience of the students and their families make the students aware of the importance of the theme. The number of the cards should be equal to the number of Students.</p>	<p>коррекция своих ошибок. КУУД: проговаривают слова вместе с ведущим.</p>		
<p>at that side what d select ghts from sted. Give</p>	<p>A special right all children should have</p>	<p>A violation</p>													
<p>d to</p>	<p>An example of discrimination</p>	<p>A right de your cour</p>													
<p>human</p>	<p>One of the characteristics of human rights</p>	<p>A human denied to from your</p>													
РЕФЛЕКСИЯ															
7	Обобщение и систематизации	Using the information from the video, listening, text that you have already read and texts which are hanging on the walls	Анализируя представленную в текстах и видео информацию, выделяют наиболее	ПУУД: Поиск и выделение необходимой информации и	10мин.										

	я знаний	<p>in our classroom make up a bill of human rights for the new planet. Please, include the list of rights which are the main from your point of view and prove it. Explain why human rights are so important for the society.</p> <p>Учитель предлагает начать работу по созданию декларации прав человека для вновь открытой планеты с последующим выступлением представителей от каждой команды.</p> <p>Now we are ready to take part in the international discussion. Let's listen to your presentations. Appendix 7.</p>	<p>значимые права человека , используя модальные глаголы must/should. Заканчивают оформление постеров, прикрепляя свои тезисы.</p> <p>Подводят общий итог - строят самостоятельное высказывание по теме с опорой.</p>	<p>способов ее реализации, пользуясь накопленным ранее жизненным опытом и информацией интегративного характера.</p> <p>Составлять ситуативное высказывание на заданную тему (что такое права человека, какие права являются самими главными с вашей точки зрения) с опорой.</p> <p>Систематизация знаний по теме.</p> <p>КУУД: выражение своих мыслей с достаточной полнотой и точностью; аргументирование своего мнения или вывода.</p>		
9	Рефлексия учебной деятельности.	<p>Итог урока. Т.: Our lesson has come to an end.</p> <p>Now can we speak about human rights?</p> <p>Your marks for the lesson are...</p> <p>Now open your diaries and</p>	<p>Обучающиеся оценивают свою работу на уроке по следующей схеме:</p> <p>Рефлексия достижения цели</p> <p>I know what the term "human right" means, can name the main</p>	<p>ЛУУД, РУУД, ПУУД, КУУД:</p> <p>Оценивают свою работу на уроке, высказывают свои мысли о достижении цели, выражают своё отношение к изученной</p>	4	МИН.

		<p>write down your homework. Your homework is two tasks to choose: Ex. 11 p. 75 or to write a letter to your pen-friend where you will tell him about the main ecological problems in your region. I hope you liked our lesson. Our lesson is over. Goodbye! Учитель спрашивает учащихся удалось ли им достичь поставленной цели и задач. Учитель знакомит с домашним заданием: You may choose one of the two tasks: Complete the riddle (базовый уровень) Appendix 8; “Human Calendar” (choose the most important dates connected with the human rights protection” (повышенный) уровень), подводить итоги урока.</p>	<p>human rights; their benefits; I know what the UDHR is. What is your association of the term “Human rights”? (опрос учащихся проводится на сайте https://PollEv.com/free_text_polls/yyZ372jрTinz0nMQdIdfq/respondliverywhere.com)</p>	<p>теме.</p>		
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	--	--

Appendix 1.

(What are the missing words? - **Human rights**).

... are held by all persons equally, universally and forever.

... are universal: they are always the same for all human beings everywhere in the world.

...are inalienable, you cannot lose them as you are a human being.

... no-one can take away any of them because it is 'less important' or 'non-essential'.

... reflect basic human needs.

Appendix 2. Match the words and their definitions

1. Right	a) to treat someone cruelly or unfairly over a period of time
2. Freedom	b) a situation in which people have the same rights
3. Duty	c) something that you are legally or officially allowed to do
4. I quality	(d) a Cruel act of hurting someone
5. Persecute	e) the right to do what you want without being controlled or restricted
6. To interfere	f) to do something against an official law or principle
7. Torture	g) treating a person or group differently from another in an unfair way
8. Discrimination	h) something that you have to do because it is legally right; obligation
9. To guarantee	i) to promise to do something or to promise that something will happen
10. To violate	j) to try to influence a situation that you should not be involved in

Appendix 3.

Read these statements, decide if you agree or disagree.

1. Everyone should have the right to carry a gun.
2. Everyone should have the right to decide whom to marry.
3. Women should take an active part in the government.
4. Violence on television should be prohibited because it encourages people to act violently.
5. If a person wants to bully others, he should be allowed to do so.
6. Every person should have the rights to own a house, land or business.

Appendix 4.



THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 3. Everyone has the right to life, liberty and security of person.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 16.(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

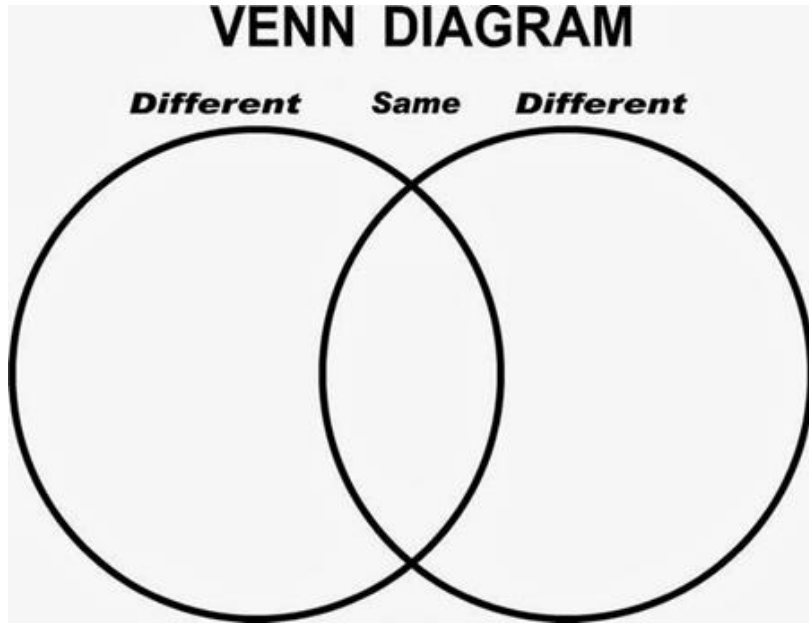
Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 26. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.) Parents have a prior right to choose the kind of education that shall be given to their children.

UNIVERSAL RIGHTS CARDS:

1 All human beings are free and equal in dignity and rights.	2 All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.	3 Right to life, liberty and security of person.
4 Freedom from slavery.	5 Freedom from torture.	6 Right to be treated equally by the law.
7 Right to equal protection by the law.	8 Right for all to effective remedy by competent tribunal.	9 Freedom from arbitrary arrest.
10 Right to fair public hearing by independent tribunal.	11 Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defense	12 Right to privacy In home, family and correspondence
13 Freedom of movement In your own country and the right to leave and return to any countries.	14 Right to political asylum in other countries.	15 Right to nationality.
16 Right to marriage and family and to equal rights of men and women during and after marriage.	17 Right to own property.	18 Freedom of thought and conscience and religion.
16 Freedom of opinion and expression and to seek, receive and impart information.	20 Freedom of association and assembly.	21 Right to take part in and select government.
22 Right to social security and realization of economic, social and cultural rights.	23 Right to work, to equal pay for equal work and to form and join trade unions.	24 Right to reasonable hours of work and paid holidays.
25 Right to adequate living standard for self and family including food, housing, clothing, medical care and social security.	26 Right to education.	27 Right to participate in cultural life and to protect intellectual property rights.

Appendix 5.



Appendix 4. Read these statements, decide if you agree or disagree.

1. Everyone should have the right to carry a gun.
2. Everyone should have the right to decide whom to marry.
3. Women should take an active part in the government.
4. Violence on television should be prohibited because it encourages people to act violently.
5. If a person wants to bully others, he should be allowed to do so.
6. Every person should have the rights to own a house, land or business.

Appendix 6.

Script.

issued after should know paradise do's and don'ts is each other one day

LISTENING GAP FILL

I think human rights only became an issue _____ World War II. That's when the United Nations _____ Universal Declaration on human rights. This is kind of the rulebook, the _____ of human rights. When I look at the world today, it seems not many people have read this. I doubt if most people _____. I think government leaders _____ about this. A lot of them _____ about human rights. I can't believe it's the twenty-first century and human rights is _____ an issue in pretty much all of the world's countries. The most powerful countries even attack _____ for abusing human rights. I hope _____ all human rights are respected. That will _____.

I think human rights only became an issue after World War II. That's when the United Nations their Universal Declaration on human rights. This is kind of the rulebook, the do's and don'ts of human rights. When I look at the world today, it seems not many people have read this. I doubt if most people know it exists. I think government leaders should know about this. A lot of them don't care much about human rights. I can't believe it's the twenty-first century and human rights is still an issue in pretty much all of the world's countries. The most powerful countries even attack each other for abusing human rights. I hope one day that all human rights are respected. That will be paradise.

Appendix 7. Опора для монологического высказывания:

In 1948, the United Nations wrote the Universal Declaration of Human Rights. It listed 29 different human rights.

According to the declaration, every person has the right to speak freely, to marry whomever he/she wants, to choose the work he/she likes and to get an education. The list of human rights includes protection against cruel punishment and discrimination. Against racial, ethnic sexual, and religious protection. These rights are important for people throughout the world. But in some countries, people live without these rights. People still practice racism and discriminate against others.

Appendix 8.

Feedback: “What are human rights?” Complete the riddle with the words given below (Four words are not given).

Rules, judges, nature, armor, spirit, respect, to disagree, emotions, to recognize

“Human rights are like ...: they protect you; they are like ..., because they tell you how you can behave; they are like because you can appeal to them. They are abstract - like...; and like ..., they belong to everyone and they exist no matter what happens. They are like because they can be violated; and like the because they cannot be destroyed. Like time, they treat us in the same way - ... and poor, old and white and and short. They offer us and they charge others with Like goodness, truth and justice, we ... about their definition, but we ... them when we see them.

Keys:

“Human rights are like **armor**: they protect you; they are like **rules**, because they tell you how you can behave; they are like **judges**, because you can appeal to them. They are abstract - like **emotions**; and like **emotions**, they belong to everyone and they exist no matter what happens.

They are like **nature**, because they can be violated; and like the **spirit**, because they cannot be destroyed. Like time, they treat us in the same way - **rich** and poor, old and **young**, white and **black, tall** and short. They offer us **respect**, and they charge others with **respect**. Like goodness, truth and justice, we **disagree** about their definition, but we **recognize** them when we see them.

**To know and be able to
speak about human
rights and present a bill**

- To revise the vocabulary
- To name the main human rights

- To get acquaintance
with the Universal
Declaration of human
rights

- To explain the necessity of human rights for society