

Tēma Human Rights.

Task 1 Reading There are five sentences missing from the following text. Read the text and complete gaps 1-5 with sentences A-F. There is one extra sentence that you do not need.

Songs to deter illegal immigrants

The 3,000-kilometre US-Mexico border is the most frequently crossed international land border in the world, with about 250 million crossings a year, some of them legal, some not. Every year approximately a million Mexicans seek to improve their fortunes by migrating illegally to the USA- and every year several hundred lose their lives in the attempt. **1.** _____ People smugglers, known as ‘coyotes’, demand high fees and then abandon the migrants in the wilderness at the first sign of danger. In some cases, being found and arrested by the US Border Patrol may be a blessing.

Recently, the US government have come up with an innovative weapon against illegal migration: poignant ballads with Spanish lyrics, describing the danger of trying to cross the border. **2.** _____ They belong to the traditional and highly popular Mexican genre of ‘corridos’, narrative ballads whose lyrics may be love stories or legends of famous heroes and criminals. The ‘migracorridos’ tell tragic tales of immigrants meeting with abuse and death on the dangerous journey. The message: it is not worth it.

In one of the ballads, a singer called Abelardo sets out to cross the border with his cousin Rafael. They manage to reach US territory, but are lost in the desert without water.

3. _____ Later Abelardo wakes up to find his cousin dead by his side. In another song, a group of friends are abandoned by a human trafficker, locked inside the trailer in which they were being transported, where they slowly suffocate to death.

The US Border Patrol commissioned the migracorridos CD from a Hispanic advertising agency based in Washington.

4. _____ The ballads appear to be popular, with listeners phoning in to ask for more and wishing to find out about the singers.

5. _____ The decrease could be due to a number of factors, such as more patrols, better technology and fewer people trying to cross the border as a result of the economic crisis in the USA. It is too early to estimate the impact of the migracorridos. However, the creators of the campaign believe that if they have managed to get at least some people to think twice before throwing themselves into the deadly risk, that is already a success.

- A** A CD of such songs has been distributed free to radio stations in northern Mexico.
- B** Because of the length of the border and the inhospitable nature of the terrain, illegal migration is extremely difficult to stop.
- C** Official statistics show a drop in both arrests and deaths on the US-Mexican border in 2008.
- D** Some die of thirst and exhaustion in the desert, some drown in the Rio Grande or are killed in car accidents.
- E** After many hours of futile wandering, they lie down to rest.
- F** This fact has not been publicised, and sometimes radio DJs who play the songs are not aware of their origin.

Task 2 Read the text and do the comprehension.

The Civil Rights Movement

The Civil Rights Movement in the United States is not new but dates back to the first years of slavery and the events of the Civil War. But major achievements were gained during the second half of the 20th century. Before this period, African-Americans had suffered from inhuman segregation, violence and exploitation. The Civil Rights Movement used nonviolent protests to outlaw racial discrimination against African Americans and restore voting rights to them.



Major campaigns of civil resistance were the main feature of the movement. Crisis situations between activists and government authorities were produced by acts of nonviolent protests and civil disobedience during the period between 1955 and 1968. Federal, state, and local governments, businesses, and communities often had to respond immediately to these situations that highlighted the inequities faced by African Americans. Forms of protest and/or civil disobedience included boycotts such as the successful Montgomery Bus Boycott (1955–1956) in Alabama; "sit-ins" such as the influential Greensboro sit-ins (1960) in North Carolina; marches, such as the Selma to Montgomery marches (1965) in Alabama; and a wide range of other nonviolent activities.

Noted legislative achievements during this phase of the Civil Rights Movement were passage of Civil Rights Act of 1964, that banned discrimination based on "race, colour, religion, or national origin" in employment practices and public accommodations; the Voting Rights Act of 1965, that restored and protected voting rights; the Immigration and Nationality Services Act of 1965, that dramatically opened entry to the U.S. to immigrants other than traditional European groups; and

the Fair Housing Act of 1968, that banned discrimination in the sale or rental of housing. African Americans re-entered politics in the South, and across the country young people were inspired to action.

Comprehension:

1. African-Americans were deprived of their basic rights.
 - a. True
 - b. False
2. Some forms of the protests were violent.
 - a. True
 - b. False
3. Forms of protest included only boycotts and sit-ins
 - a. True
 - b. False
4. Protests yielded some rights for African-Americans.
 - a. True
 - b. False

Task 3 Language in use. Put the verbs in the brackets into appropriate forms.

What are human rights?

Human rights **1**..... (to be) rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We **2**..... (to be) all equally entitled to our human rights without discrimination. These rights **3**..... (to be) all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments **4**..... (to act) in certain ways or to refrain from certain acts, in order **5**..... (to promote) and protect human rights and fundamental freedoms of individuals or groups.

The principle of universality of human rights **6**..... (to be) the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, **7**..... (to reiterate) in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States **8**..... (to promote) and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States **9.** (to ratify) at least one, and 80% of States **10.**
..... (to ratify) four or more, of the core human rights treaties, reflecting
consent of States which creates legal obligations for them and 11. (to give)
concrete expression to universality. Some fundamental human rights norms 12.
..... (to enjoy) universal protection by customary international law across all
boundaries and civilizations.

Human rights **13.** (to be) inalienable. They should **14.**
..... (not/ to take) away, except in specific situations and according to due
process. For example, the right to liberty may **15.** (to restrict) if a person
16. (to find) guilty of a crime by a court of law..

Task 4 Writing. Write your own essay. Theme: **“Human Rights”**.

The length of the essay should be between 80-100 words.