



UNIT 1: GUIDE N°1 – “Giving Responsibilities to young people”

DATE:	GRADE:	FULL NAME:
<p>OA1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes.</p> <p>OA3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros.</p>		<p>CLASS OBJECTIVES: Develop reading skills and recognize use of connectors in determined contexts, by reading a text comprehensively applying scanning and skimming techniques to look for specific and general information, analysing pictures matching them to concepts, making predictions of a reading text, matching concepts to definitions, matching sentences halves correctly and answering questions by personal analysis appropriately.</p>
<p>General Instructions:</p> <ul style="list-style-type: none"> - Complete this worksheet at the pace your teacher tells you and according to the instructions given - Ask for any vocabulary words in context you do not understand. - Ask your teacher any questions if necessary, raising your hand, opening microphones or chat. - Respect your partners turns and times to read, as well as your teacher's. 		

“Giving responsibilities to young people”

Exercise 1 (PRE READING) (act. 1, page 121, students' book): Look at the concepts and match them to the corresponding picture

Jobless

Wealth

↓

Decrease

Youth



Write and share your answers with your mates and teacher.



Exercise 2: Based on the previous photographs, what do you think the text will be about?

“Hard work conquers all”



Reading Time

Government's "Positive for Youth" paper is a welcome step

THE PAPER PUTS LOCAL PARTNERSHIPS AND GIVING RESPONSIBILITY TO YOUNG PEOPLE AT ITS HEART AND MAY MAKE A REAL DIFFERENCE.

By Barbara Hearn

Mon 19 Dec 2018

Young people are facing an uncertain future. As the 21st century arrived, they were promised a wealth of prospects if they stayed in education or took up the wide range of training opportunities. Now, nearly 19 years on, their dreams of education and job opportunities have disintegrated, for reasons far beyond their control.

While it is something of an adult pastime to **complain** about young people, we have to assume our responsibility for letting down a generation. The economic crisis has brought with it a tsunami of jobless young people and many more teenagers **wondering** what the future holds.

Positive for Youth calls for a "new partnership approach" in local areas – between businesses, charities, public services, the general public and young people – to provide more opportunities and better **support** to our teens. For businesses and charities, young people are their future employees and customers. For public services, early and positive support can reduce the chances of public funds being wasted in expensive secure provision for teenagers, for example.

We have been working with *Business in the Community* for almost three years on *On Route*. This is a program supported by local partnerships, where buses and vans drive into local areas and provide youth services such as sport, education, IT, music, fun activities as well as sexual health advice. The buses work closely with the police to identify **"hotspots"** where teenagers hang out.

The cost of running a bus, especially when it is supported by volunteers and resources from local businesses, is low. The impact is high. Some examples from various areas include 1,000 fewer deployments of police officers, a 34.6% decrease in inconsiderate **behavior** and a 25% reduction in anti-social behavior.

Positive for Youth aims to place teenagers and young people at its heart. There is the accurate expectation that teenagers themselves have the responsibility to improve their local communities. The government pioneered the idea that young people are capable of assessing the quality of their local services. Another government-funded scheme is *Young Inspectors*, which trains some of the most disadvantaged young people from poorer communities to inspect and report on local services. The *Young Inspectors* scheme has, so far, helped change the lives of more than 1,400 young people and **improve** more than 600 local services.

There is a legal requirement across public services to listen to the views of service users. Teenagers use many public services such as police stations, clinics, clubs and libraries; and also spend as much as US\$ 10 billion in shopping and travel, up to age 19, via the commercial sector. They want to see services improved, not just for themselves but for their families and neighbors too. Involving young people as *Young Inspectors* makes sense and is a way of developing young people's self-esteem.

Exercise 2 (WHILE READING) (Vocabulary in context): Match the concepts in COLUMN A with the definitions in COLUMN B

COLUMN A

1. Complain
2. Wonder
3. Support
4. Behaviour
5. Improve
6. Hotspot

COLUMN B

- _____ To bear or hold up
- _____ To bring into a more desirable or excellent condition.
- _____ A place of significant activity.
- _____ To think or speculate curiosity.
- _____ To express dissatisfaction, pain, uneasiness, resentment, or grief.
- _____ Manner of behaving or acting.

"Hard work conquers all"

Exercise 3 (WHILE READING) “Smart Reading”: Read the whole text and match the sentences halves correctly

- a. Young people are facing an uncertain future because... *_____ provide more opportunities and better support to teens.*
- b. “Positive for Youth” wants to... *_____ their dreams of education and job opportunities have disintegrated,*
- c. A significant benefit of providing support to the youth is... *_____ for reasons far beyond their control.*
_____ for example, a 25% reduction in anti-social behaviour.

Exercise 4 (POST READING) (Your analysis): Read the following statements extracted from the text and answer the questions below.

1. “They were promised a wealth of prospects if they stayed in education **or** took up the wide range of training opportunities.”
2. “...provide youth services such as sport, education, T, music, fun activities **as well as** sexual health advice.”

What do the words in bold link in each sentence? Choose two.

- a. *Additional ideas*
- b. *Opposite options*
- c. *Alternatives*

Question for next class: “what is the function or mission of these words in bold”?

“Hard work conquers all”