LICEO BICENTENARIO ÓSCAR CASTRO ZÚÑIGA
ENGLISH DEPARTMENT
Grade: Twelfth

READING COMPREHENSION WORKSHEET: *"Positive for Youth"*	
NAME:	**GRADE: _____ DATE: _____**
EXPECTED LEARNINGS: Students will be able to develop reading skills and recognize use of connectors in determined contexts.	**ACTIVITY:** 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.

Instructions:

- 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"

(Activities taken from page 121 to 124 in your students' book)

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

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

Write and share your answers with your mates and teacher using the chat of microphone.

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.

Taken and adapted from: Government's Positive For Youth paper is a welcome step. **Retrieved from** https://www.theguardian.com/society/joepublic/2011/dec/19/positive-for-youth-paper-young-people

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

COLUMN A	COLUMN B
1. Complain	_____ To bear or hold up
2. Wonder	_____ To bring into a more desirable or excellent condition.
3. Support	_____ A place of significant activity.
4. Behaviour	_____ To think or speculate curiosity.
5. Improve	_____ To express dissatisfaction, pain, uneasiness, resentment, or grief.
6. Hotspot	_____ Manner of behaving or acting.

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...

b. "Positive for Youth" wants to...

c. A significant benefit of providing support to the youth is...

_____ *provide more opportunities and better support to teens.*

_____ *because their dreams of education and job opportunities have disintegrated, for reasons far beyond their control.*

_____*for example, a 25% reduction in anti-social behaviour.*

Exercise 4 (POST READING) (Your analysis): Scan the text quickly and answer each question

1. What´s the main topic of the text?

2. What were young people promised at the beginning of this century?

3. What has the economic crisis brought?

4. What is On Route?

5. "The cost of running a bus is low, the impact is high". Can you explain this phrase?

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