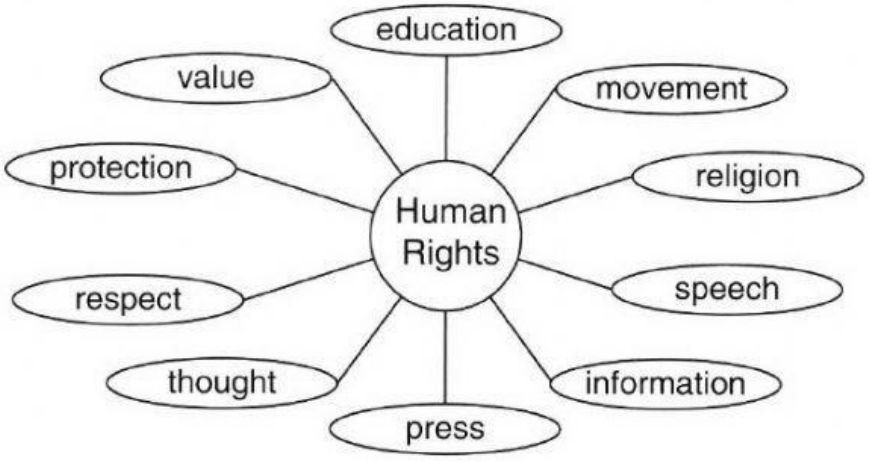
8 Young people's rights

AIMS: Vocabulary related to rights and responsibilities • Understanding sentence structure • Matching sentence endings

Part 1: Vocabulary



1a **The following words are related to professional meetings and responsibilities. Write the words in the correct categories. Use a bilingual dictionary to help you.**

minutes (of a meeting) election committee voting secretary
representative nomination member council chairperson

a group of people	a person	an object	an activity

1b **Complete the text with words from exercise 1a. There may be more than one possibility. You may need to change some words to plural.**

Beech Lane School Parent .....
..... of the meeting held on October, 2012.

Apologies were received from Mrs Smart.
There were two points covered:

1 Because of the long-term absence of Mrs Smart, we will have a/an .....
for a new ..... to lead the meetings. We need all the .....

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two weeks before the next meeting. Any ..... who attends that meeting will be able to take part in the .....

2 The school fair was discussed. A list of duties was drawn up and will be sent to everybody by Friday. It's expected that everyone will do their best to help out on the day.

1c **Which words are being defined? Try to write the answers without looking back at the previous exercises.**

1 .....: a group of people that controls a group or organization

2 .....: a group of people chosen or appointed to perform a specified service or function

3 .....: a person who handles correspondence, keeps records, and does general clerical work for an individual, organization, etc.

4 .....: an official record of the proceedings of a meeting, conference, convention, etc.

5 .....: a person who has authority at a meeting, a committee, a debate, a department, etc.

Watch out!

In English, the normal word order is subject–verb–object, so we are used to seeing a verb and its subject together. However, sometimes the noun immediately before the verb is not the subject, so when you are skim-reading be careful to look at the whole subject.

The staff members who need to speak to the parents are not here today.
(It is not the parents, but the staff members, who need to speak to the parents, who are not here.)

The decision which was made by the school council is not popular.
(It is the decision made by the school council, not the school council, that is unpopular.)

2 **Read the sentences and answer the questions with the *full* subject. Then underline the most important noun in the subject.**

1 *The photographs of the people partying on the beach with my sisters are beautiful.*
Who or what are beautiful?

2 *The importance of the education I received in the UK should not be forgotten.*
What should not be forgotten?

3 *The details of the cases involving the teenagers who travelled without passports are not known yet.*
What is not known?

4 *The secret of a successful career, according to my mother, is to have children first, when you are still young.*
What is this sentence mainly about: the secret, a career or a mother?

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Exam information | Matching sentence endings

In the exam, you may be given a number of incomplete sentences and you will need to complete them by choosing from a list of options. There will be more options than you need. The sentences will be in the same order as the information in the text.

Exam tip

Try to predict how each sentence will end before looking at the list of endings.

1a **Try to predict what type of word will come next in the following sentences. Choose from verb, noun, adjective, adverb or preposition. There may be more than one possibility.**

1 The African Charter on the rights and welfare of the ...
2 It was chosen ...
3 This Children's charter ...
4 It covers the economic, social, political and cultural ...
5 Education needs to be ...
6 It needs to be delivered ...

1b **Now use your predictions to match the sentence beginnings 1–6 with the correct endings a–f.**

1 The African Charter on the Rights and Welfare of the ...	**a** by a national council.
2 The name was chosen ...	**b** in an efficient manner.
3 This Children's charter ...	**c** child has existed for many decades.
4 It covers the economic, social, political and cultural ...	**d** thorough and consistent.
5 Education needs to be ...	**e** rights of African children.
6 It needs to be delivered ...	**f** was written in 1990.

Exam tip

The complete sentences need to be grammatically correct, but they also need to accurately reflect the information in the text. This is another type of exam task where focusing on the key words in the instructions and looking for synonyms and paraphrasing in the text will help. Look for the key words in the sentence beginnings, not the endings: you may not need to read through all the endings in detail, so don't waste your time!

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2 **The following text has been divided into four parts. For each part, choose the best sentence ending from a number of options.**

i *Human rights ...*

a are about having everything you need and want.

b apply especially to people with disabilities.

c are about rights and also about freedoms.

ii *Human rights ...*

a not before World War II.

b are less important when there is a war.

c are now an international issue.

Human rights are ideas about what everyone is entitled to. Basic human rights include the right to life, and the right to food and clean drinking water. Others include the right to vote and to freedom of expression. In the UK, most people have their basic human rights met most of the time. However, in some countries people's freedoms may be limited. Also, in the UK, there are still areas of human rights that some people believe could be improved, such as the rights of people with disabilities.

The modern idea of human rights was developed after the Second World War, during which many people's rights were violated. On a large scale, these human rights abuses are known as war crimes. As a result, the United Nations (UN) was formed to provide a place for nations to resolve conflicts peacefully. It was set up by the Universal Declaration of Human Rights (UDHR), which consisted of 30 articles describing the basic rights of every person, and was signed in 1948 by 48 countries.

iii *According to the Universal Declaration, it is an issue of fairness to be ...*

a accepted everywhere in public.

b educated.

c equal treatment.

The first section of the Universal Declaration states: 'All human beings are born free and equal in dignity and rights.'

Key rights relating to being 'born free' include freedom of speech and of movement, the right to a fair trial, and freedom from torture and from hunger.

Key rights relating to 'being equal' include a right to an education, and the right to be treated equally, without discrimination, in all areas of public life.

The Universal Declaration was designed as a safeguard to protect the human rights of people around the world.

iv *The European Charter of Fundamental Rights ...*

a resulted in social and technological changes.

b included information about rights related to new technology.

c replaced older declarations of human rights.

A legal basis for human rights

The European Convention of Human Rights was drawn up in 1963, giving a legal framework for human rights in the UK and other European countries. Here, people can complain to the European Court of Human Rights (or ECHR), based in Strasbourg, France. In 1998, the European Union (EU) decided to update the list of human rights, to take account of changes in society and technology. The result was the European Charter of Fundamental Rights (2000). This included some newer human rights:

- The right to a private life, including a right to privacy and to confidentiality of letters and emails.
- The right to limits on working hours and to have annual paid holiday.
- The right to respect the integrity of human beings, including a ban on financial gain from the human body. This includes the sale of human organs and the cloning of human beings.
- The right to data protection, which means that if a company holds data on you, you can ask where it got the information and what it is.

v *If you are under 18 ...*

a there should be economic, cultural and other rights.

b you should obey the rules of the 1991 convention.

c you have over 40 rights.

People aged 17 and under

For children and young people there is The United Nation's Convention on the Rights of the Child (UNCRC), which covers economic, social, cultural and political rights. The UK agreed to obey the rules of the convention in 1991, which means that every child in the UK, without exception, has certain rights that he or she is entitled to, more than 40 in total. Here are some examples:

- the right to life, survival and development
- the right to have their views respected, and to have their best interests considered at all times
- the right to a name and nationality, freedom of expression, and access to information concerning them
- the right to education, leisure, culture and the arts

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Part 3: Exam practice

Questions 1–5

Complete each sentence with the correct ending A–I.

1 Students' views are likely to be taken seriously if there are ... .
2 Rules related to uniform are most likely to be discussed at ... .
3 Year councils may get involved in ... .
4 In the Year 8 council that is mentioned, teachers make sure that students are ... .
5 Those in power are ... .

A bullying and fundraising.
B more likely to bully others.
C not always the best listeners.
D not left on their own.
E organizing events.
F representative from the different year groups.
G school and year councils as well as peer mentoring schemes.
H school councils.
I teachers and parents of older students.

Participating in the school community
It is important that students' feelings, opinions and suggestions are listened to, taken into account, and that the right action is taken. There are a number of ways that this can be achieved, i.e. school councils, year councils and peer mentoring.

School councils
Most schools have a school council which exists to let the teachers and head teacher know what students' opinions are on a range of school issues. The school council usually consists of two or three elected representatives from each year group.

A school council might meet once or twice a month to discuss issues such as the dress code, the use of social areas, charity fundraising and bullying.

Year councils
Because school councils are sometimes dominated by older students, some schools have introduced year councils. The aim of a year council is to give students the opportunity to express opinions on matters of importance to that particular year group. The following is an example of the rules relating to a school's council for year 8 (pupils aged 12–13).

1 The council's purpose is to act as a forum for discussion of school issues relevant to Year 8, and to let the teachers and head teacher know what student opinion is on these issues. The council will also take responsibility for cooperating with year staff in the organization of one social event per term for Year 8.

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2 Membership of the council will consist of three representatives from each class, elected on a termly basis.

3 Meetings will be held once a fortnight. The council members will elect a chair to control the meetings and a secretary who will be responsible for circulating the agenda for each meeting and taking and circulating minutes of meetings.

4 The class representatives will be responsible for giving a report of the council's meetings to their class. Agenda and minutes of meetings will be put up in each classroom.

5 The Year 8 council will elect two of its members to be members of the school council, with responsibility for raising issues on behalf of Year 8 students at school council meetings.

6 The chair, secretary and school council representatives will be responsible for taking up matters raised at council meetings with the year head and other teachers, and for reporting back on such matters to the Year 8 council.

7 The head of year will attend all council meetings as an observer and both they and the other year staff will be available as required to offer support and advice to council members and to assist in the settlement of disputes.

Peer mentoring

There are other ways in which students' voices can be heard. One of the most popular schemes involves peer mentoring. Those who express an interest receive training to become mentors so that they are better equipped to help others. This starts from primary school age, when the mentors may get involved in issues related to conflict resolution. At secondary school and at university, mentors are likely to deal with a larger variety of issues, such as educational and health-related matters.

The underlying belief in schemes like these is that being heard by your peers can be more effective and helpful as fellow students may have more time and understanding than teachers or others in authority.

Progress check

How many boxes can you tick? You should work towards being able to tick them all.

Did you ...

read the sentence beginnings carefully? ☐

remember to underline the key words in the sentence beginnings? ☐

try to predict what could grammatically come next in the sentence? ☐

check carefully if the meaning of the sentence ending you chose corresponded exactly to what was said in the passage? ☐

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