

## Unit 2, Lesson 3

### LESSON 3



### Equality in education

#### You will...

- read and recognize parts of a news item.
- paraphrase ideas in oral and written form.
- discuss the importance of equality of opportunities in education and work.

#### What for?

- To demonstrate comprehension of expository texts.
- To select and use strategies to support comprehension.
- To write a text using the steps of the writing process.
- To use language in written texts properly.

### Preparing to read

- P** Look at pictures 1 - 3 and answer.
  - a. What do they have in common?
  - b. How are they similar to / different from each other?
  - c. Where else can you find similar texts?

1



2



3



2. **P** Use the name of the elements of a piece of news in the box to match each definition (a - g). Check with another pair.

Body    Byline    End    **Headline**    Lead    Quotations    Visuals

- a. \_\_\_\_\_: It catches your eye and sums up the story. It is usually in larger font and often in bold.
- b. \_\_\_\_\_: This tells who wrote the article and sometimes the journalist's specialty.
- c. \_\_\_\_\_: This gives the most important information very briefly.
- d. \_\_\_\_\_: It supplies additional information. It is divided into small paragraphs.
- e. \_\_\_\_\_: These retell, word for word, what someone actually said.
- f. \_\_\_\_\_: These are images used to make a text easier to understand or more interesting.
- g. \_\_\_\_\_: It expresses general conclusions about the topic.
3. **P** Identify and label the different parts of this piece of news.

# NEWS

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## School for Girls

**a.** { Around the world, 62 million girls are not in school. The White House's *Let Girls Learn* effort aims to change that.

**b.** { By Brenda Monroe

**c.** { Around the world, 62 million girls are not in school. The White House's *Let Girls Learn* effort aims to change that.

**d.** { At 13, Hawa Abdulai Yorke left her family's home, in Ghana, Africa, to live with an aunt who promised to send her to school. Instead, the aunt put Yorke to work as her maid. Determined to go to school, Yorke returned home and began selling water in a nearby city to raise money for her education. She did that for three years. "I was busy working," Yorke told TFK. "I had no time to learn."

Yorke, now 22, is about to finish high school. Thanks to *Let Girls Learn*, she plans to attend college and study



computer science. She says working alongside women college students at the *Let Girls Learn* event strengthened her resolve. "I'm focused on my books," says Yorke. "I know if I study hard, I, too, can go to the university and live a happy life."

Yorke's story is familiar to girls growing up in Ghana. There, a girl's place is in the home. She is expected to learn to cook and clean and, one day, get married and have children. Educating girls is considered a waste of money.

**e.** }

4. **G** You are going to read a news item. Before you start, comment in your group and answer questions a - d.
- What professions are more popular with men / women? Why?
  - How is the situation different from your parents' generation?
  - Is it more difficult for girls to study than it is for boys? Why? Why not?
  - Do you think men and women are treated equally at work? Why? Why not?

### Key words

- debunk
- whatsoever

### Strategy in mind

- Analyzing text structure and distribution

### Smart reading

- Label the parts of the news item.
  - Headline
  - By-line or author
  - Lead or beginning
  - Body or development
  - End
  - Quotations
- What is the topic of the news item?
  - Girl Day celebrations.
  - The common myths related to girls taking up jobs in engineering.
- What is the purpose of the news item?
  - To encourage girls to take up engineering jobs.
  - To inform girls of gender gap in engineering jobs.

## Focusing on reading

- Read the headline (title) of the text and predict what the news item will be about. Check your predictions after you have finished reading.

# NEWS

## Closing the Education Gap

The annual Girl Day, celebrated on February 25, aims at inspiring girls to pursue engineering careers.

By Kio Herrera

Girls hold less than 25% of the jobs in the fields of science, technology, engineering, and math, and men hold most of the jobs. With such a large gender gap, it is urgent to make things change and to demonstrate to girls the different fields available to them.

We spoke with Valerie Maclin, a director of a technology company, who addressed and helped us **debunk** the most common myths about this topic.

**Myth #1: Engineers are not creative.**

"Engineers need to be very creative in order to solve problems and girls are great at problem-solving."

**Myth #2: Engineering is harder for girls because of math.**

"Math is either right or wrong and always equal and that equal



sign meant that I was equal to all the boys in my class. There's no difference **whatsoever** for girls or boys to learn math. "

**Myth #3: You will be the only girl in your engineering class.**

"This can work in favor of girls. No one will ever forget who you are."

**Myth #4: You will get paid less than the male engineers.**

"In engineering, your performance is the driving force behind what you get paid, your gender is not important."



**Myth #5: You have to work with nerds who love videogames.**

"The engineer is always seen as the smartest person in the room who does not get along with people, and that is just not true."

**Myth #6: Only students that "excel at math and science" become engineers.**

"There is no one type of person who becomes an engineer. It is important that engineers have a solid background in math and science, but ultimately, the best engineers are people who use their communication skills, imagination, and analytical abilities to invent, design, and create things that matter".

Ms. Maclin hopes that exposing the truth behind these myths will help kids (and girls in particular) to see that engineering is a fun and creative career path.

"Things are improving and we are slowly seeing more young women enter the profession, but it is important for industry,



educators and government to continue their efforts and ensure women make a significant contribution to the future of engineering."

Experts agree that demand for engineers will rise exponentially over the next decade as our lives are increasingly driven by new technology and the pressure for renewable energy grows. There is no reason why women should not excel in this area.

Adapted from: *10 Reasons to Love Engineering*. (2016). Retrieved from: <http://www.discovere.org/discover-engineering/10-reasons-to-love-engineering>

### Your analysis

1. Which is a fact and which an opinion?
  - a. Girls hold less than 25% of jobs in the fields of science, technology, engineering, and math.
  - b. Engineers need to be very creative in order to solve problems.
2. Which of these characteristics should a news item have?
  - a.  It is based on facts.
  - b.  It is based on opinions.
  - c.  It provides information in order.
  - d.  It answers the questions of Who, What, When, Where and Why.
  - e.  It has a known author.
  - f.  It has a clear structure.
  - g.  It shows the writer's preferences.

## After reading

### Vocabulary in context

- P** Read these sentences from the text. In each of them, there is a noun acting as an adjective (describing or modifying another noun). Identify it and circle it.

*With such a large gender gap, it is urgent to make things change.*

*Your performance is the driving force behind what you get paid.*

*You'll be the only girl in your engineering class.*

*We spoke with Valerie Maclin, a director of a technology company.*

*The best engineers are people who use their communication skills.*

- P** In the short text below, underline the noun + noun pairs. Then circle the word that acts as an adjective. Check with another pair.

Kylie Jones, our news reporter, has just sent us a story about a little-known history teacher who has changed the learning habits of his students using computer games. Sam Johnson, from Greenville, Alabama, discovered that using online games he could encourage his history students to learn better and more quickly. Mr. Johnson brings history-themed video games to class and lets his students play for half an hour before starting his history class. So far, the results have been amazing!