

**Lesson 14: Equality in Education Pages 62-65**

**Objectives: To learn vocabulary related to Equality in Education. To learn the structure of a News. To read a text comprehensibly**

1. Match the terms in English to their definitions. (page 62)

**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.                                          |

2. Identify and label the different part of this **piece of news (Page 63) [Q: quotation]**

**Body -- Byline -- End -- Headline -- Lead -- Q1 -- Q2 -- Visuals**

# NEWS

## School for Girls

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

By Brenda Monroe

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

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.

### 3. SMART READING (Pages 64-65)

#### 2. What is the topic of this news item?

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#### 3. What is the purpose of the news item?

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#### 4. Read the text again and answer [T]true or [F]false

1. *Girl Day* is celebrated on February each year
2. Women have more than 25% of presence in science and technology
3. There are many myths regarding women in engineering
4. Engineers are not creative so women shouldn't be part of it
5. Girls can't learn math. It's too hard for them
6. There are few girls in engineering class
7. Female engineers are paid less because of their gender
8. Engineers are mostly nerds
9. The best engineers not necessarily are the best at math or science
10. There are more young women entering engineering
11. The demand for engineers will decrease so it's not a good field
12. Women can't choose what they want to be in life.

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#### 5. 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? Write [1]YES or [2]NO

- |   |  |                                                             |
|---|--|-------------------------------------------------------------|
| 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.                          |