

# Making a difference

## UNIT 1

### LANGUAGE

**Vocabulary:** Protest and politics; Personality adjectives  
**Grammar:** Past simple, past continuous and past perfect;  
Past perfect simple and continuous; Narrative tenses

### SKILLS

**Reading:** An article about an activist  
**Speaking:** Describing a photo  
**Listening:** A podcast about two young activists  
**Writing:** A profile of a famous person

### GLOBAL GOALS

**Video:** Reaching for the stars



**1** Match the issues facing the world today with the pictures.

climate change disease migration  
poverty racism terrorism

**2** In pairs, put the issues in order of importance, with '1' being the most important.

**3** Discuss the questions in pairs.

- 1 Which of the issues in the photos are problems in your country?
- 2 What steps is your government taking to deal with these issues?
- 3 Do you know if there are any international initiatives which aim to tackle these issues?
- 4 Which of these problems can young people help to solve? How?
- 5 Have you ever taken part in a demonstration? What was its purpose?

## READING An article about an activist

**1** Work in pairs. Look at the photos of an activist called Malala Yousafzai. Discuss the questions.

- 1 Where do you think Malala is in photo 1? What is she doing?
- 2 Photo 2 shows Malala's home town. Where do you think it is?
- 3 Look at photo 3. What do you think Malala campaigns for?

**2** **1.1** Read and listen to the article and check your answers. Were your guesses correct?

**3** Study the **READING EXPERT** box. Then read the article again and choose the best summary.

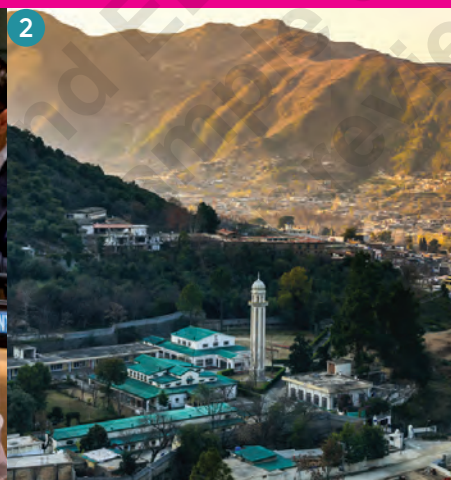
### READING EXPERT Reading for gist

When you first read a text, read it quickly for the general idea. You don't need to understand every word.

The article is about a young woman who ...

- A became a politician in Pakistan.
- B experienced problems while she was at university.
- C wants to make sure every girl receives an education.

# FIGHTING FOR GIRLS' RIGHTS



On 9 October 2012 a girl called Malala Yousafzai was sitting on a school bus when she was shot by a gunman. This event changed the course of her life forever. But who is Malala, and why did a grown man choose to attack a schoolgirl?

Aged just 15 years old, Malala Yousafzai had lived her whole life in Mingora, a city in the mountains of North-West Pakistan. The daughter of a teacher, she had always loved school. But four years previously, Mingora had fallen under the control of the Taliban regime, whose policies included banning books and television, and abolishing education for girls. This meant that Malala and her classmates risked serious punishment every day to attend school. 11-year-old Malala refused to accept this oppression. As well as continuing to go to school, she began to campaign for girls' right to receive an education. She spoke on Pakistani TV and radio, and blogged for the BBC to raise awareness of what life was like under an extremist regime. As a lone voice of protest in her region, she quickly became a target for the Taliban.

The attack had nearly cost Malala her life, but she didn't die. After treatment in hospital in Pakistan and the UK, she made a full recovery. It hadn't stopped her

determination to help girls, either. Once Malala had left hospital, she settled in Birmingham, a city in the UK, with her family. Then she wrote a book, and established the Malala Fund, which works to provide good-quality, free education for girls around the world. She has also won the Nobel Peace Prize, become a United Nations Messenger of Peace in honour of her work, and opened multiple schools in Pakistan!

It's easy to forget that Malala is also a normal person, who sometimes has to deal with everyday problems. While she was adapting to life in England, she struggled with loneliness at school. At Oxford University, she had to choose between having fun and studying hard, and, like any other young person during the pandemic, endured long periods on her own. She enjoys solitary activities, like reading and playing computer games. However, she also loves spending time with her friends and family.

What does the future hold for Malala? She recently set up a television production company which will make serious documentaries, as well as fun, entertaining programmes. In the meantime, the United Nations has declared 12 July, which is also her birthday, as Malala Day. On this day every year, we can remember her remarkable achievements, and look forward to what she will do next.

## VOCABULARY Protest and politics

### 4 Are the sentences true (T) or false (F)? Correct the false sentences.

- Education had always been important in Malala's family.
- In Mingora, the Taliban prohibited girls from attending school.
- The Taliban didn't know that Malala was criticizing them in public.
- After the attack, Malala stayed in Pakistan with her family.
- Malala always had lots of friends when she was at school in England.
- The United Nations has recognized Malala's achievements.

### 5 Work in pairs. Discuss the questions.

- What do you think life was like under the Taliban in Mingora?
- Why do you think Malala was awarded the Nobel Peace Prize?
- In what ways do you think Malala's life has been extraordinary?
- Why do you think Malala decided to start her own TV production company?
- What do you think Malala will do in the future?

#### WORD EXPERT Alternatives to *alone*

We can use different words and expressions that mean *alone*.

As a **lone** voice of protest in her region ...

She endured long periods **on her own**.

She enjoys **solitary** activities like reading.

I prefer to do things **by myself**.

He was the **sole** survivor of the attack.

I'm the **only** person in my family to attend university.

Workbook, p.6

### 6 Work in groups. Discuss the questions.

- Why do you think a lot of girls around the world don't have access to a proper education?
- What are the consequences of girls receiving fewer educational opportunities than boys?
- In your opinion, how can this problem be resolved?

### 7 Work in pairs. Which words are verbs, nouns, or both?

abolish ban campaign citizen democracy demonstrate  
discriminate elect equality establish freedom  
government injustice oppression policy protest  
punishment regime represent vote

Vocabulary bank, WB p.117

### 8 Choose the correct answers.

- They're campaigning against the terrible *oppressions* / *injustices* in our society.
- The *regime* / *democracy* was strongly against the idea of holding fair elections.
- That new law *discriminates* / *protests* against girls and women.
- Politicians *elect* / *represent* their country's citizens in parliament.
- Our party will *ban* / *vote* against the government's new policy on immigration.
- We are working to *abolish* / *establish* inequality of opportunity for ethnic minorities.
- The regime has *abolished* / *banned* Facebook and Twitter.
- The government abolished these terrible forms of *punishment* / *injustice* several years ago.
- We're protesting against the *equality* / *oppression* of women.
- The students are *demonstrating* / *discriminating* in favour of freedom of speech.

### 9 Complete the text with the correct form of the words in the box.

campaign citizens democracy elect  
equality establish governments policy

## Michelle Obama

When American voters <sup>1</sup>... Barack Obama as the President of the USA in 2008, his wife, Michelle Obama, became First Lady. Immediately, she decided to use her role to help others. Although the USA is a wealthy <sup>2</sup>..., many of its <sup>3</sup>... are socially deprived. Michelle first <sup>4</sup>... a programme which aimed to promote healthier eating in children. She also launched a <sup>5</sup>... to encourage young people to continue their education beyond high school. Finally, she urged <sup>6</sup>... around the world to pursue a <sup>7</sup>... that promotes <sup>8</sup>... between girls and boys in education.



### 10 SOCIAL-EMOTIONAL AWARENESS Work in pairs. Complete the sentences with your own ideas. Give reasons for your answers.

- I think there should be more equality in ...
- I'd like to abolish ...
- I think we should protest against ...
- I think the government should ...
- I think society often discriminates against ...

I think there should be more equality at work.

Really? Tell me why.

## GRAMMAR Narrative tenses (1)

👁 Watch the Grammar video

### Past simple, past continuous and past perfect

We use the past simple to talk about completed actions in the past.

*She **spoke** on Pakistani TV and radio.*

We use the past continuous to talk about actions in progress in the past.

*Malala **was living** in Mingora.*

We use the words *when* and *while* to link completed actions in the past to actions in progress in the past.

***While** she **was adapting** to life in England, she **struggled** with loneliness at school.*

*Malala Yousafzai **was sitting** on a school bus **when** she **was shot** by a gunman.*

We use the past perfect to talk about completed actions that happened before other actions in the past. The past perfect describes the action which happened first.

We use words such as *after*, *before*, *when* and *once* to combine the past perfect and the past simple.

***After** she **had spoken** on Pakistani TV, she **became** a target for the Taliban.*

***Once** Malala **had left** hospital, she **settled** in Birmingham.*

Grammar bank, WB p.108

### 1 PRONUNCIATION 🔊 1.2 Listen to the words *was*, *wasn't*, *were* and *weren't*. Which words have the sound /ə/? Listen, check and repeat.

- 1 She **was** talking on Pakistani TV.
- 2 We **weren't** expecting to see anyone.
- 3 They **were** living in England.
- 4 I **was** feeling very lonely.
- 5 No, I **wasn't**.
- 6 Yes, he **was**.

### 2 🔊 1.3 Study the Grammar box above. Listen to the mini-dialogues. Match 1–6 with A–F.

- 1 I / hear / about / Taylor Swift ...
- 2 We / have / dinner ...
- 3 Joe / revise / for the test ...
- 4 I / fall / over ...
- 5 The government / declare / a state of emergency ...
- 6 I / protest / against / food poverty ...

- A while / I / jog / round the park  
 B when / his birthday present / arrive  
 C while / I / do / the washing-up  
 D because / the protests / become / violent  
 E when / the TV reporter / interview / me  
 F when / someone / knock / on the door

### 3 Complete the sentences in Exercise 2 with the past simple and past continuous.

### 4 Join each pair of sentences with the word in brackets. Use the past simple and the past perfect.

Michelle Obama became First Lady. She used her role to help others. (after)

*After Michelle Obama had become First Lady, she used her role to help others.*

- 1 The Taliban came after Malala. She criticized them on Pakistani TV. (because)
- 2 Malala recovered from her injuries. She decided to write a book. (once)
- 3 Lionel Messi joined Paris Saint-Germain in 2021. He played for Barcelona for 17 years. (when)
- 4 The police arrested Tom. He took part in the demonstration against the government. (because)
- 5 Sarah passed her driving test last week. She failed it three times. (before)

### 5 Choose the correct answers.

## VOTES FOR WOMEN

While Emmeline Pankhurst <sup>1</sup>*had grown up / was growing up*, she <sup>2</sup>*became / had become* increasingly aware of the oppression of British women. In 1903, she <sup>3</sup>*had started / started* a campaign group called the Women's Social and Political Union. Before then, although most British men could vote, women <sup>4</sup>*hadn't been / weren't being* given the right to vote. Emmeline <sup>5</sup>*decided / was deciding* to fight for equality. The group <sup>6</sup>*had been / were* prepared to use extreme methods, even if it meant getting into trouble with the police. Soon the women <sup>7</sup>*campaigning / were campaigning* regularly, and were frequently arrested, because they <sup>8</sup>*damaged / had damaged* property. Finally, in 1928, Emmeline <sup>9</sup>*achieved / was achieving* her goal: all women aged over 21 <sup>10</sup>*won / were winning* the right to vote.



### 6 💡 CREATIVITY Work in pairs.

- A Think of three pairs of events that happened one after the other.  
*Malala established the Malala Fund. She won the Nobel Peace Prize.*
- B Think of three pairs of events where one was in progress when the other happened.  
*Malala won a place at university. She was living in the UK.*
- C Combine your sentences. Use the past simple, past continuous, past perfect and a suitable conjunction.

*After Malala had established the Malala Fund, she won the Nobel Peace Prize.*

*Malala won a place at university while she was living in the UK.*



## SPEAKING Describing a photo

### Key expressions 1.4

#### Speculating

It looks/seems like ...	He/She appears to be ...
It looks/seems as if ...	As far as I can see/tell, ...
He/She must/can't be ...	I think/reckon (that) ...
He/She must/can't have ...	It's/They're obviously ...
He/She might/could be/have ...	I can't be certain if/whether ...

#### Requesting and offering more information

What else do you notice?  
 Can you tell me anything else about ...?  
 Another possibility is ...  
 Apart from that, I also think ...

- 1 Work in pairs. Brainstorm activists in your country who have campaigned for different causes.
- 2 Look at the man in the photo. What do you think he does? Give reasons for your answer.



- 3 1.5 Listen to the dialogue between Abigail and her teacher. What does Abigail guess correctly?
- 4 1.5 Listen again. Which phrases from the Key expressions box do you hear?
- 5 Study the SPEAKING EXPERT box. Then look at the photo of David Attenborough again. Answer the questions using the expressions in the SPEAKING EXPERT box.

#### SPEAKING EXPERT Describing where things are in a picture

We can use different expressions to describe where things are in a picture.

*on the left/right*

*in the middle/centre*

*at the top/bottom*

*in the top/bottom left-hand/right-hand corner*

*in the foreground/background*

- 1 Where are the audience in the picture?
- 2 Where is David Attenborough standing?
- 3 Where is the photo of the Earth?
- 4 Where is the man wearing glasses?

- 6 Make notes about everything you can see in the photo. Follow the steps in the SPEAKING GUIDE and use the Key expressions box to help you.



#### SPEAKING GUIDE

##### 1 PLAN your dialogue.

Make notes about:

- the type of event
- the location
- when it happened
- who the people are
- why they are there
- their clothes
- the details in the background
- the mood of the people

##### 2 SPEAK together.


Work in pairs. Take it in turns to be the teacher and the student. Ask and answer questions about the photo.

- What can you see in the photo?
- When was it taken?
- How do you know?
- Where are the people?
- Who are they?
- What's happening? Why?



**Fast finisher** Find a family photo and describe where the people are.

## LISTENING A podcast about two young activists

- 1  **COLLABORATION** Work in pairs. Choose two of the issues in the word cloud. What steps do you think should be taken to tackle these problems?

terrorism  
 war discrimination  
 homelessness overpopulation  
 poverty migration hunger **crime** climate change racism  
 access to education **pollution** gender inequality

- 2  1.6 Study the **LISTENING EXPERT** box. Then listen to a short report and complete the notes with the correct numbers and figures.

**LISTENING EXPERT** Understanding numbers and figures

Listening texts often contain different numbers such as years, dates, fractions, percentages, currencies, measurements, etc. It's important that you hear the numbers correctly and understand what they refer to.

### GIRLS' EDUCATION

Currently, 130 <sup>1</sup>... girls around the world do not attend school.

In the world's poorest countries, a <sup>2</sup>... of girls aged <sup>3</sup>... - 18 have never been to school.

### THE CLIMATE

Scientists say there is a <sup>4</sup>...% chance that rising temperatures are caused by humans.

The Earth's average temperature is over 1°C higher than in the <sup>5</sup>... century.

From <sup>6</sup>... to 2019, 14.8 billion tons of ice melted in Antarctica.

In the last century, sea levels have risen by 20 <sup>7</sup>... .

### POVERTY

<sup>8</sup>... % of the world's population lives in extreme poverty.

In 1990 this figure was <sup>9</sup>... %.

Since 1990, more than 1 <sup>10</sup>... people no longer live in extreme poverty.

- 3  1.7 Look at the images of two young activists. Match them with two of the issues in the box. Listen and check.

food poverty climate change  
 education gender equality



Greta Thunberg



Marcus Rashford

#### 4 1.7 Listen to the podcast again. Choose the correct answers.

- Greta Thunberg became passionate about the environment ...
  - after watching her parents campaign about climate change.
  - after learning about climate change as a young girl.
  - after reading an article about it in a local newspaper.
- She first started campaigning outside the Swedish parliament ...
  - when she was eight.
  - by herself.
  - with thousands of other students.
- Marcus Rashford started campaigning against food poverty ...
  - before the arrival of the pandemic in 2020.
  - when the pandemic closed schools.
  - because he hadn't received free school meals as a child.
- During the pandemic, ...
  - children in England continued going to school.
  - the government gave free food to every family in England.
  - Rashford wrote to the government, asking them to help poor families.

#### 5 1.7 Listen again. Complete the sentences with the correct numbers and figures.

- Greta Thunberg was ... when she decided to take action against climate change.
- She started campaigning outside the Swedish parliament building in ...
- By the following year, students from ... cities were striking with her.
- Marcus Rashford is a ... -year-old England footballer and food poverty campaigner.
- When the pandemic started, ... children in England had been receiving free school meals.
- When schools closed, one ... of these children no longer had access to free food.

#### WORD EXPERT Prefixes

We can use prefixes to give words their opposite meaning. Common opposite prefixes in English are *in-*, *im-*, *un-* and *dis-*.

*experienced* – **in***experienced*     *available* – **un***available*  
*possible* – **im***possible*             *satisfied* – **dis***satisfied*

Workbook, p.10

#### 6 CRITICAL THINKING Thunberg and Rashford both had very personal and emotional reactions to the causes they campaign for. What does the podcast tell you about this? Think of a cause you have had a similar response to.

## VOCABULARY Personality adjectives

#### 7 Complete the sentences with the words in the box.

ambitious focused greedy nasty  
 passionate pessimistic sensitive thoughtful

Vocabulary bank, WB p.117

- Greta Thunberg is a very ... person, whose sole aim is to save our planet.
- It was very ... of you to visit her when she was ill.
- Those politicians are ... for power and money!
- ... people say horrible things to hurt you.
- Greta Thunberg is ... about the future of our planet.
- She's ... about tennis and wants to play professionally.
- The mayor's plans to revitalize the city are very ...
- Don't laugh at Adam's haircut – he's very ...

#### 8 1.8 Listen to six mini-dialogues. Complete the sentences with the words in the box.

caring disorganized enthusiastic  
 independent motivated optimistic

Vocabulary bank, WB p.117

- |                           |                      |
|---------------------------|----------------------|
| 1 Elliott is really ...   | 4 Jessie is very ... |
| 2 Ruben is an ... person. | 5 Anna is really ... |
| 3 Toby is very ...        | 6 Tom is very ...    |

#### 9 Complete the text with the words in the box.

confident determined emotional  
 impatient unreasonable unreliable

Vocabulary bank, WB p.117

### Greta's Atlantic crossing

Greta Thunberg is a very <sup>1</sup>... person who likes to do things her way. When she went to a climate conference in New York, she asked if she could travel there in a zero-emissions yacht. This wasn't an <sup>2</sup>... request, considering the damage planes do to the environment. She found an experienced crew who were <sup>3</sup>... that they could get her to the conference on time. However, crossing the Atlantic in a small boat was hard. The weather was very <sup>4</sup>... and the rough seas delayed the journey. Thunberg, who was <sup>5</sup>... to reach her destination, had to spend 15 days at sea. However, she arrived safely in New York and received an <sup>6</sup>... welcome from her fans.

#### 10 In pairs, use personality adjectives to make sentences about Greta Thunberg and Marcus Rashford.

Greta Thunberg's passionate about the environment.

She's very motivated, too. Look how hard she works!



**Fast finisher** Use the adjectives above to describe someone you know.

## GRAMMAR Narrative tenses (2)

👁 Watch the Grammar video

### Past perfect simple and continuous

We use the past perfect simple to describe a completed action that happened before another action in the past.  
*Rashford knew what it was like because he **had relied** on free school meals as a child.*

We use the past perfect continuous to describe a continuous action or situation which took place before another action in the past.  
*When other young people heard what she **had been doing**, they decided to join her.*

The past perfect continuous also describes how long something had been happening.  
*He'd **been campaigning** to end food poverty since 2019.*

Grammar bank, WB p.108

### 1 Study the Grammar box above. Choose the correct answers.

- I knew about Rashford's campaign because I *had followed / had been following* him on social media.
- By the time Thunberg arrived in New York she *had been travelling / had travelled* for two weeks.
- Rashford was very happy when he heard that they *had agreed / had been agreeing* to his request.
- After Malala *had been recovering / had recovered* from her injuries, she chose to stay in the UK.
- We *had been waiting / had waited* for hours when Greta's boat finally arrived.

### 2 Complete the sentences in pairs. Use the past perfect simple or continuous of the verbs in the box and your own ideas.

be leave play run train

- When Sam arrived, he was completely out of breath. He ... because ...
- When the waiter brought the bill, I realized that I ... my ... at home.
- In 2020 David represented his country for the first time. He ... football since he ...
- We arrived ten minutes after the film started because there ...
- On the day of the marathon, Emma and Anna felt ready. They ... for ...

### 3 Work in pairs. Think of possible explanations for these situations. What had been happening?

<sup>1</sup> When Mark came home from school yesterday, he had a black eye.

<sup>2</sup> My best friend's hair was wet when she got on the bus this morning.

<sup>3</sup> Our dog was covered in mud after his walk this afternoon.

<sup>4</sup> Laura looked annoyed when she got into our car outside the station.

### Narrative tenses

We can use different tenses to tell a story:

*It was Friday afternoon and I **had been studying** hard at school all day. I **was looking** forward to watching my favourite programme on TV and having an ice cream. However, as soon as I **arrived** home, I **realized** that my brother **had got** there before me. He **was playing** video games on the TV and **had eaten** all the ice cream!*

Grammar bank, WB p.108

### 4 Study the Grammar box above. Make sentences with the prompts. Use the past simple, past perfect simple and past perfect continuous.

- by the time / the concert / start, / the crowd / wait / for two hours
- the students / not be / at school / because / they / go / to the climate strike
- the grass / be / wet / because / it / rain / all night
- when / we / arrive / in the town centre, / the demonstration / already / finish
- they / receive / free school meals / for two years / when / the pandemic / close / their school

### 5 Choose the correct answers.

## The Tiny Diplomat

In April 2018 seven-year-old Havana Chapman Evans <sup>1</sup>*decided / was deciding* to join a national school walkout that <sup>2</sup>*was organized / had been organized* to protest against gun violence in the USA. She <sup>3</sup>*sat down / was sitting down* on the grass outside her school by herself because none of her classmates <sup>4</sup>*had agreed / had been agreeing* to take part in the protest. While she <sup>5</sup>*had sat / was sitting* outside the school, her mum <sup>6</sup>*took / was taking* a photo of her and <sup>7</sup>*had posted / posted* it on Twitter. Thousands of people <sup>8</sup>*saw / had been seeing* the tweet and she quickly became famous as a young activist.



### 6 RESEARCH In pairs, find out about another activist. Make some sentences about him/her using narrative tenses.

Think about:

- important events that happened in the past
- other events that had happened or had been happening before then
- what was happening when the main events occurred

*When he made his first wildlife documentary, he had been working for the BBC for several years. He had always been interested in animals. While he was making 'The Life of Birds' he visited 42 countries!*





## WRITING A profile of a famous person

1 Who was Martin Luther King? Tick (✓) the correct answer. Read the profile and check if you were right.

- A an American politician       C a violent protester   
 B a civil rights campaigner       D a university teacher

# Martin Luther King



Martin Luther King was a religious leader and activist. During the 1950s and 60s, he successfully campaigned to improve civil rights for African Americans in the USA.

King was born on 15 January 1929 in Atlanta, Georgia. He was an extremely gifted student and he graduated from university with a degree in Divinity in 1951.

Like his father before him, in 1954 King became a church minister. While at university, King had been strongly influenced by the college president Benjamin E. Mays. Mays had had a deep effect on his spiritual development. Furthermore, he had convinced King that he could promote racial equality through his religion. In the 1950s, King led numerous non-violent protests to campaign for civil rights. One of the most famous is the Montgomery bus boycott, when African Americans refused to travel on public transport for 382 days. Prior to the boycott, they had not been allowed to sit on bus seats reserved for white people. King's actions led to the abolition of racial segregation on Montgomery's buses.

Moreover, his campaigns helped end discrimination in education, employment, voting rights and housing. In 1963, King delivered his famous 'I Have a Dream' speech in Washington, in which he demanded civil rights and an end to racial discrimination. While he was working as an activist, King was repeatedly attacked as well as being arrested by the police. In addition, his family home was bombed.

However, King was determined to continue his work, and, as a result of his activism, King was awarded the Nobel Peace Prize in 1964. He was assassinated on 4 April 1968.

2 Read the profile again and answer the questions.

- 1 What does the profile say about King's education?
- 2 What did Benjamin E. Mays encourage King to do?
- 3 Why did the Montgomery bus boycott take place?
- 4 How do we know not everyone agreed with his work?
- 5 What was the highest public honour King received?

3 Study the **WRITING EXPERT** box. Find examples of the words or phrases in the profile. Then answer the questions below.

### WRITING EXPERT Adding information

We use *Furthermore*, *Moreover* and *In addition* to give more information to develop a previous point.

We can also use *as well as* to give more information. *As well as* is always followed by a noun or gerund.

Which words or phrases ...

- 1 go at the beginning of a sentence?
- 2 are followed by a noun or pronoun and a verb?
- 3 can be followed by a noun or gerund?

4 Write a profile of a famous person. Follow the steps in the **WRITING GUIDE**.

### WRITING GUIDE

1 **PLAN** your profile.

Research the famous person and make notes about the following:

- early life
- education
- family background
- working life
- achievements

2 **WRITE** five paragraphs.

- 1 Summary of the person's life
- 2 Their early life, including their education
- 3 Their work and career achievements
- 4 Their contribution towards society
- 5 Conclusion

3 **CHECK** your work.

- ✓ Words and phrases for adding information
- ✓ Narrative tenses
- ✓ Vocabulary for protest and personality
- ✓ Five paragraphs



**Fast finisher** Use the conjunctions in Ex. 3 to write about Greta Thunberg.

# Educating girls

## GLOBAL GOALS

1 Complete the infographic with the words in the box.

equal expensive girls home  
married university poorest

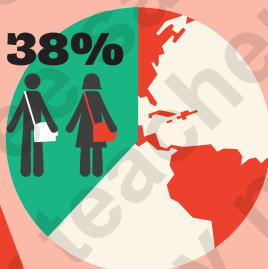
### GIRLS IN EDUCATION



Number of <sup>1</sup>... of secondary school age who are not in school:

**97** million

Proportion of teenage girls from the world's <sup>2</sup>... countries who have never been to school:

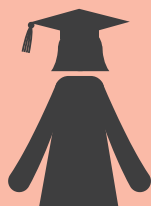


Percentage of countries where girls and boys receive <sup>3</sup>... education:

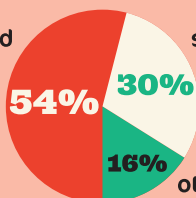
### WHY GIRLS RECEIVE LESS EDUCATION IN SOME CULTURES

- they get <sup>4</sup>... very young 
- their parents prefer them to work in the <sup>6</sup>... 
- school can be <sup>5</sup>... , and parents prefer to spend money on boys 

### SUBJECTS THAT WOMEN STUDY AT <sup>7</sup>...




arts and humanities



science, maths and technology

other

2  **CULTURAL AWARENESS** Discuss the questions in groups.

- 1 Do girls have the same educational opportunities as boys in your country?
- 2 Do girls usually study the same subjects as boys in your country? If not, why not?
- 3 Why should we encourage girls to study sciences?
- 4 How can the education of girls benefit a country's economy?





**3** **V1.1** Watch the video 'Reaching for the stars'. What nationality is Vinita and what work does she do?

**4** **V1.1** Watch the video again. Answer the questions.

- 1 In which city does Vinita work?
- 2 What does the first girl in the video say that she wants to be when she's an adult?
- 3 What particular project is Vinita working on?
- 4 What pressure does society put on Vinita and her family?
- 5 What will Vinita's project help astronomers to understand?
- 6 How does Vinita feel about being Indian today?

**5** **Work in pairs. Discuss the questions.**

- 1 What other pressures can society put on girls that it does not put on boys?
- 2 What pressures can society put on boys that it does not put on girls?
- 3 What can we do to help to stop these inequalities?

## PROJECT Unit 1

**6** **PROBLEM-SOLVING** Work in groups. Prepare a presentation about a female scientist from your country (past or present).

- Research facts about a female scientist. Find out:
  - what branch of science she is connected to
  - what she has done that is important
  - some quotes from her about her work
- Write the text for your presentation.
- Find some images to accompany your presentation and make a slideshow.

Give your presentation in class.

Look back at the infographic on page 18. Research more information for your area.

# 1 Challenge!

## What happened during the holidays?

1 Work in pairs. You are going to ask each other about an event that took place during your last school holidays.

- 1 Think about an event or incident that took place during your last school holidays.
- 2 Make notes about:
  - the event itself
  - who was present
  - other things that were happening in the background
  - things that had happened or had been happening before the event
  - what happened next

2 Choose roles: Student A and Student B.

- 1 Student B: Ask questions using narrative tenses. Use the suggestions below. You can ask other questions, too!

Student A: Answer the questions using narrative tenses and your notes.

- What happened?
- Where were you?
- Who were you with?
- What were you doing when ...?
- What had happened before ...?
- What happened next?

2 Swap roles.

A: *What happened?*

B: *Well, my best friend broke her arm.*

3 Work in groups. Take turns to tell your partner's story to the group.



## Challenge your memory!

Make three sentences containing the words *equality, freedom and oppression*.

Make three sentences with the past simple and past continuous in each one. Use *when* and *while*.

Name five protest and politics verbs. Use two of them in sentences.

Make three sentences with the past perfect and past simple in each one.

Describe someone you know well using three personality adjectives. Explain your choice of adjectives.

Make one affirmative sentence and one negative sentence with the past perfect continuous.

Mime three personality adjectives for your partner to guess.

Ask your partner three questions using the past perfect continuous.