

The world's future hinges on supporting ten-year-old girls

Level 3 • Advanced

1 Warmer

Select the correct answers in bold.

1. In the UK, **girls/boys** have better results in state examinations.
2. Around the world, twice as many **girls/boys** as **girls/boys** never start school.
3. In the United States, at all age levels, **girls/boys** do not read as well as **girls/boys**.

2 Key words

Fill the gaps in the sentences with these key words from the text.

adulthood
eliminate

priority
adolescence

potential
hurdle

chore
driver

maximize
trajectory

1. _____ is the time in a person's life when they change from being a child to being a young adult.
2. A _____ is one of several problems that you must solve before you can do something successfully.
3. _____ is the period of a person's life when they have become an adult.
4. A _____ is an ordinary job that must be done regularly.
5. A _____ is something that must be done first or needs more attention than something else.
6. A _____ is the way in which a process develops over a period of time.
7. If you _____ something, you get rid of it completely because it is not wanted.
8. If you _____ something, you make it as large as possible.
9. A person's _____ is their possibility to develop or achieve something in the future.
10. A _____ is something that makes important things happen, for example in an organization or economy.

3 Find the information

Find the following information in the text as quickly as possible.

1. Approximately how many ten-year-old girls are there around the world at the moment?
2. How many sustainable development goals did the UN General Assembly adopt in 2015?
3. What does UNFPA stand for?
4. What percentage of five- to 14-year-old girls do more than 28 hours of household chores per week?
5. How much money would be earned each year if all the ten-year-old girls in poorer countries completed secondary education?
6. What proportion of the world's ten-year-old girls live in countries with the worst gender inequality records?

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The world's future hinges on supporting ten-year-old girls, says UN

Daline, ten, from Yaoundé, loves learning. Safeguarding her development, and that of 65 million other girls of her age, could shape the world, claims a new study

Liz Ford

20 October, 2016

- 1 Ten-year-old Daline enjoys reading, dancing and using her mother's make up. And she loves school. Her favourite subject is chemistry. "When I was at primary school, my favourite subject was history," she says. "But now that I am at secondary school, my new favourite subject is chemistry because it is easy to understand, because chemicals are easy to make and because I love science."
- 2 Daline, who will be eleven next month, lives with her parents and two younger brothers in Cameroon's capital, Yaoundé. She does some housework – "I wash plates, clean the floor and the compound, and sometimes I cook food" – but so does her brother, who "helps me to sweep the floor". She definitely prefers going to school to staying at home. But on the cusp of adolescence, the support received by Daline – and the 65 million other ten-year-old girls around the world – over the coming years will have a huge bearing not only on her life but also on the future of her country and the global economy.
- 3 According to the UN Population Fund's (UNFPA) State of World Population 2016 report, the future of ten-year-old girls will shape our collective futures. Getting girls through secondary school could reap billions of dollars a year for poorer countries, claims the study. But the hurdles girls face in reaching adulthood are significant. Globally, twice as many girls as boys will never start school. Girls are also more likely to be married young than boys.
- 4 The report found that 10% of five- to 14-year-old girls do more than 28 hours of household chores a week, twice that of boys. The authors said that more than half of the world's ten-year-old girls live in the 48 countries with the worst gender inequality records. Each year of education delivers an additional 11.7% increase in wages in later life for girls (compared with 9.6% for men), added the study, which calculated that if all the ten-year-old girls in poorer countries completed secondary education, a \$21bn annual dividend would be triggered. In some countries, this could translate to individual earnings increasing by half by 2030.
- 5 Governments, NGOs and multilateral organizations must make investments in girls an urgent priority, said the report's authors, who also urged the dismantling of social systems that confine women to the home and called for a commitment to "increasing the presence, visibility and agency of women and girls in the public spheres of school and work".
- 6 The study said the life trajectory of a ten-year-old girl would be the ultimate test of the success or failure of the 17 sustainable development goals, adopted by the UN General Assembly in 2015. The goals promise to eliminate extreme poverty, get all children through primary and secondary school, end all discrimination against all girls and women, and eliminate harmful practices.
- 7 "This cohort of ten-year-olds represents both a challenge and an opportunity for the global community and will have a significant role to play in what the future represents," said the authors. "The ability of institutions, both local and global, to help prepare ten-year-olds for their transition through adolescence to adulthood, particularly in terms of safeguarding their emotional and cognitive development, health and rights, will shape the degree to which this generation is able to maximize its potential and become drivers of positive change at the local and global levels."
- 8 "What the world will look like in 15 years will depend on our doing everything in our power to ignite the potential of a ten-year-old girl today. Not doing so also takes a toll on her community and nation. Whenever a girl's potential goes unrealized, we all lose," said the UNFPA's executive director, Babatunde Osotimehin. "How we invest in and support ten-year-old girls today will determine what our world will look like in 2030. With support from family, community and nation, and the full realization of her rights, a ten-year-old girl can thrive and help bring about the future we all want."
- 9 Daline has just started secondary school. She has yet to decide what job she wants to do when she's older but she is certain of the world in which she wants to live. "I want to work in a society where I may help children who are abandoned or maltreated or homeless so that they will no longer be alone."

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4 Comprehension check

Choose the best answer according to the text.

1. What would happen if girls in poorer countries could all complete secondary school?
 - a. They would have to do more household chores.
 - b. They would earn as much money as boys after leaving school.
 - c. They would generate a lot of money for the economies of their countries.
2. What, according to the authors of the report, would deliver an extra 11.7% increase in wages in later life for girls?
 - a. completing secondary education
 - b. not having to stay at home all day doing household chores
 - c. each year of education
3. What do the authors of the report wish to dismantle?
 - a. social systems that force women to stay at home
 - b. educational systems that give priority to boys
 - c. discrimination against all girls and women
4. What, according to the authors of the report, will determine what our world will look like in 2030?
 - a. the elimination of extreme poverty
 - b. how we invest in and support ten-year-old girls today
 - c. the presence of girls and women in the public spheres of school and work

5 Find the word

Find the following words and phrases in the text.

1. a four-word phrase meaning *just before a particular date or stage of life* (para 2)
2. a noun meaning *impact or influence* (para 2)
3. a verb meaning *get something as a result of something that you do* (para 3)
4. a verb meaning *make something happen* (para 4)
5. a verb meaning *force someone to stay in a place and prevent them from leaving* (para 5)
6. a four-word verb phrase meaning *harm or damage someone or something* (para 8)
7. a verb meaning *become very successful, happy or healthy* (para 8)
8. a two-word phrasal verb meaning *make something happen, especially to cause changes in a situation* (para 8)

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6 Verb + noun collocations

Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.

- | | |
|--------------|-------------------|
| 1. realize | a. a role to play |
| 2. eliminate | b. adulthood |
| 3. dismantle | c. poverty |
| 4. reach | d. your potential |
| 5. have | e. a toll on |
| 6. take | f. a system |

7 Word-building

Complete the sentences using the correct form of the word in brackets at the end of each sentence.

- Half of the world's ten-year-old girls live in countries with the worst gender _____ records. [EQUAL]
- The authors of the report called for a commitment to increasing the presence, _____ and agency of women and girls. [VISIBLE]
- One of the UN goals is to eliminate _____ practices. [HARM]
- The authors say that whenever a girl's potential goes _____, we all lose. [REALIZE]
- Daline wants to help children who are abandoned or _____. [TREAT]
- Each year of education delivers an _____ 11.7% increase in wages in later life. [ADD]

8 Discussion

Discuss the statements.

- Education is the most important investment any country can make.
- Women and men should always have equal pay.
- Men should help more with household chores.

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KEY

1 Warmer

1. girls
2. girls; boys
3. boys; girls

2 Key words

1. adolescence
2. hurdle
3. adulthood
4. chore
5. priority
6. trajectory
7. eliminate
8. maximize
9. potential
10. driver

3 Find the information

1. 65 million
2. 17
3. United Nations Population Fund
4. 10%
5. \$21bn
6. more than half

4 Comprehension check

1. c
2. c
3. a
4. b

5 Find the word

1. on the cusp of
2. bearing
3. reap
4. trigger
5. confine
6. take a toll on
7. thrive
8. bring about

6 Verb + noun collocations

1. d
2. c
3. f
4. b
5. a
6. e

7 Word-building

1. inequality; equality
2. visibility
3. harmful
4. unrealized
5. maltreated; mistreated
6. additional