

Part A

Objectives

By the end of this part of Unit 8 you will be able to:

- discuss your own education
- listen to a passage on education in Ethiopia
- discuss educational statistics
- discuss some important educational topics
- practise using *if* sentences
- read a history of modern education in Ethiopia
- complete a vocabulary network relating to education
- discuss health issues
- write a formal letter to the Ministry of Education
- use appropriate language to express your wishes.

A8.1 Introduction: Discussion on education

How many years have you now been at school, including Primary School? Probably about eight or nine years, so you are now an expert on education! Work in a small group and share your opinions on these questions.

- 1 What subjects do you study at school?
- 2 In your opinion, which subjects are:
 - a the most enjoyable?
 - b the most useful for your daily life outside school?
 - c the most important for your future studies and career?
- 3 Is there anything you would like to study at school, but which isn't part of the curriculum?
- 4 Do you think boys and girls should study the same or different things?
- 5 Apart from the subjects on the curriculum, what else do you learn at school?
- 6 What are the pros and cons of staying on and going to senior secondary school?



**A8.2 Listening:** Education in Ethiopia – Where is it going?

Listen to the text in small groups. Record the main facts and collate your information with the rest of your group. Share your group's information with the whole class.

**A8.3 Speaking:** Discussing statistics

- 1** Ethiopia is a country with 74 million people composed of different ages and sex. Look at the following set of statistics from UNESCO for education in Ethiopia and identify various issues, for example, the drop-out figures, gender statistics, etc.

Duration of compulsory education	6 years
Ratio of girls to boys in primary and secondary education	76.09%
Percentage of pupils starting grade 1 and reaching grade 5	68.4%
Duration of education: Primary level	4 years
Enrolment by level: Primary (net)	61.43%
Education enrolment ratio girls: Primary level	36.33%
Pupils-teacher ratio: Primary level	54.9
Education primary completion rate: Primary level: Men	61.12%
Education primary completion rate: Primary level: Women	48.2 %
Primary girls out of school	84%
Duration of education: Secondary level	8 years
Enrolment ratio: Secondary	12.7%
Education enrolment ratio girls: Secondary level	39.7
Pupils-teacher ratio: Secondary level	46.6
Enrolment ratio: Tertiary	1.6%
Education enrolment ratio girls: Tertiary level	25.16%

Source: UNESCO UIS Data, UNESCO Institute for Statistics; United Nations Human Development Programme; The Geography Zone; World Bank; All CIA World Factbooks 18 December 2003 to 18 December 2008; Household survey data, net enrolment data from UNESCO, and data from UNICEF country offices; UNESCO Institute for Statistics

- 2** In your group, use your notes from A8.2 and the statistics above to identify the main problems Ethiopia faces in achieving its educational goals. Summarise these, then present your findings to other groups.

Example:

There are not enough teachers for all the children.

**A8.4 Speaking:** Education topics

In your group, choose one of the following topics related to education. Brainstorm your ideas, then one member of your group must report your conclusions to the whole class, giving your reasons for your group opinion.

Should students be paid to attend school?

Should parents be punished if their children do not go to school?

Should English be the medium of instruction at High School?

Should girls continue their education into the secondary level?

A8.5 Language focus: School improvements

- 1** In Unit 3 A3.3 we practised the use of *If ...* sentences in the following pattern:
If he *had done* his homework every night, he *wouldn't have* failed the exam.
Notice that the *if* clause is in the past tense, and the main clause uses the conditional *would*.
Choose the best of the suggested alternatives to complete the sentences below.

- 1 Even if I _____ the answer, I wouldn't tell you. (knew / know / have known)
- 2 If I had time to explain the problem, you _____ how simple it is. (will see / see / would see)
- 3 If the tree _____ any bigger, we shall not be able to see the house. (got / gets/will get)
- 4 If I were you, I _____ not even ask her; she always refuses. (will / would / shall)
- 5 If Lishan _____ organise her time well, she would be able to both work and study.
(would / didn't / hasn't)

- 2** The sentences below all have one of the following words / phrases missing: *too*, *too much*, *too many*, *enough*.

- a Rewrite each sentence correctly and include one of these words / phrases.
- 1 It's very crowded on this beach. There are _____ people.
 - 2 I am still feeling hungry, and I've had my lunch. I didn't eat _____ food.
 - 3 Which ice cream shall we have? There are _____ flavours to choose from!
 - 4 I did _____ exercise at the gym yesterday. My muscles are really aching.
 - 5 This suitcase isn't big _____. I can't fit all my clothes in it.
 - 6 I'm really tired. I got up _____ early this morning!
 - 7 Yuck! This tea is too sweet. There's _____ sugar in it!
 - 8 I can't come to the meeting today. Sorry, I'm _____ busy.
- b Write sentences using each of the four words from column **A** and *too*, *too much*, *too many* and *enough* from column **B**.

A

late early cold hot
 noise cheese tea pasta
 cars mountains tables shops
 big play time chocolate

B

too
too much
too many
enough

Example:

It's *too late* to go to the party.

Swap with your partner and check each other's work.

- 3** Work in your group to discuss what improvements you would like to make to your school.
Examples:

There are *too many* students in one class and not enough teachers. I *would* build more classrooms.
 If I *were* the director of the school, I *would* start classes later.



A8.6 Reading: A history of modern education in Ethiopia

- 1** Read the following text and make notes of the main points.

When formal education started in Ethiopia during the 4th century, Christianity was the recognised religion. For about 1,500 years the church controlled all education until after World War II, when the government began to emphasise secular learning as a means to achieve national development.

By 1974, in spite of efforts by the government to improve the situation, less than 10 per cent of the total population was literate. Few children were able to receive an education; as a result Ethiopia did not meet the educational standards of other African countries.

After the overthrow of imperial rule, the new regime nationalised all private schools and made them part of the public school system. In addition, the government reorganised Haile Selassie I University and renamed it Addis Ababa University. Beginning in 1975, a new education policy emphasised improving learning opportunities in the rural areas as a means of increasing economic productivity.

In the mid-1980s, the education system was still based on a structure of primary, secondary, and higher education levels. However, the government aimed to establish an eight-year unified education system at the primary level. Before implementing this programme, officials tested a new curriculum in seventy pilot schools. This curriculum emphasised expanded opportunities for non-academic training. The new approach also gave control and operation of primary and secondary schools to the local *kebeles*, and local committees administered the schools. Students used free textbooks in local languages. In late 1978, the government expanded the programme to include nine languages, and adopted plans to add five others.

There were also changes in the distribution and number of schools. The government worked toward a more even distribution of schools by concentrating its efforts on small towns and rural areas. With help from the Ministry of Education, individual communities built primary schools and their number grew to 7,900 in 1985/86. Primary school enrolment increased to nearly 2,450,000 in 1985/86. There were still differences between regions in the number of students enrolled and a disparity in the enrolment of boys and girls. Nevertheless, while the enrolment of boys more than doubled, that of girls more than tripled. Urban areas had a higher ratio of children enrolled in schools, as well as a higher proportion of female students compared with rural areas.

The number of both junior secondary schools, and senior secondary schools almost doubled. Although there were significantly fewer girls enrolled at the secondary level, the proportion of females in the school system at all levels and in all regions increased to 39 per cent in 1985/86.

The number of teachers also increased, especially in senior secondary schools. However, this increase had not kept pace with student enrolment. The student-teacher ratio went from forty-four to one in 1975 to fifty-four to one in 1983 in primary schools, and also increased from thirty-five to one in 1975 to forty-four to one in 1983 in secondary schools.

School shortages also resulted in crowded classrooms. Most schools operated on a morning and afternoon shift system, particularly in urban areas. A teacher shortage made the problems worse. In addition there were problems of destruction and looting of schools in northern regions as a result of fighting. By 1990/91 destruction was especially severe in Eritrea, Tigray and Gonder, but looting was reported in other parts of the country as well.

Much has been done, but much remains to be achieved. A group of young Ethiopians known as the Ethiopian Youth Forum began lobbying the government to help children, and girls in particular, attend school. On the Day of the African Child in 2004, they launched a survey to understand which children were not attending school and to find out why. The survey was a visible reminder that more than 7.8 million Ethiopian children – including 4 million girls – were missing out on education.

The findings about why these children were staying out of the classroom were also startling. The largest single reason for non-attendance (69 per cent) was that parents could not afford school fees. A lack of school materials, the second biggest reason (29 per cent), was related; families simply couldn't afford to buy basic supplies such as uniforms, books, pens and paper. Other obstacles identified in the survey ranged from children staying home to do housework (18 per cent) and carry water (8 per cent) to having too far to walk (13 per cent) or no one to take them to school (7 per cent).

Two years on, there have been significant advances in the move towards free primary education for all, which the Ethiopian Government has vowed to achieve by 2015 as one of the Millennium Development Goals.

Adapted from Wikipedia

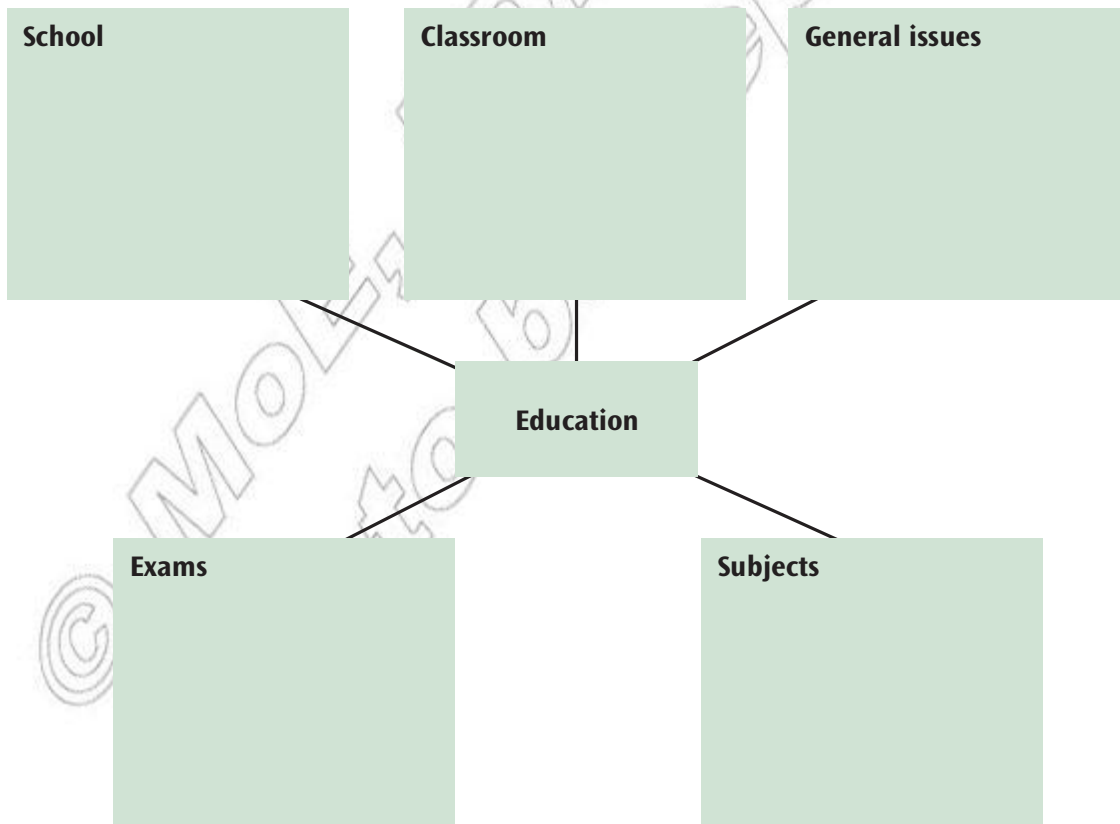
- 2** When we meet a new word (a word that we haven't seen before) in a text, it is not always necessary to stop and look up the word in a dictionary or ask someone what it means. Reading can become boring if we have to keep stopping. Sometimes we can just carry on reading and not worry about a few words that we don't understand. Sometimes though, the meaning of the word can be guessed from how it is used in the text, its context. Read the passage again, write down any unfamiliar words and work out their possible meanings from the context. Check your partner's definitions in a dictionary then work in pairs to match words to their definitions by means of a quiz.

A8.7 Study skills: Vocabulary network

- 1** Work in pairs to brainstorm vocabulary about education, including any phrasal verbs, for example, *catch up*, *drop out*, then copy the vocabulary network below into your exercise book. Record the education collocations below under the correct headings.

drop-out rate, non-attendance, homework, textbook supply, pass rate, pupil-teacher ratio, subject timetable, senior secondary, exam paper, school enrolment, writing materials, private school, discrimination against girls, unified education, grading system

- 2** Add any further words related to education that you think collocate, including phrases, antonyms, etc. Note that some collocations may fit under one or two different headings!



- 3** Discuss your diagrams with your group and say if you agree or disagree with the classifications you have used.

**A8.8 Writing:** Health issues**1 Work in your group to discuss one of the following issues related to gender and health education:**

- Early sexual relations between boys and girls
- How to deal with infectious diseases
- How illiteracy affects health education
- The effects of poverty and malnutrition on health
- Sanitation in schools
- Disease prevention and control in rural areas

2 Write a report setting out your suggestions or recommendations about your chosen issue and present it to the class.**A8.9 Writing:** A formal letter to the Ministry of Education

Work in your group to brainstorm the different points you would like to make to the Minister of Education about one of the health issues above. Then as a group, write a formal letter asking for more resources for your school, and giving reasons why he should agree to your request.

A8.10 Language focus: Making wishes

We use *wish* to show we want a situation to be different. The verb after *wish* is one tense back, so that if you are wishing for a different present situation, the tense that follows *wish* is past simple or past continuous because it indicates a situation that is only imagined.

For example:

- I want more time now (present) = I **wish I had** more time.
- It's too hot now (present) = I **wish it wasn't** so hot.

If you are wishing that a past situation was different, the tense that comes after *wish* is past perfect.

Work in pairs to make wishes using the following prompts:

Examples: can speak / Chinese: *I wish I could speak Chinese.*
my village / a cinema: *I wish my village had a cinema.*

- 1 my friend / finish his homework
- 2 my uncle / take me to Addis Ababa
- 3 my employer / good wage
- 4 my mother / more money
- 5 my father / not drink so much
- 6 my family / win the lottery

Part B

Objectives

By the end of this part of Unit 8 you will be able to:

- compare two pictures and spot the difference
- talk about your wishes
- use the structure verb or adjective + preposition
- practise sentences with a falling intonation
- sort out jigsaw reading about two Ethiopian children
- revise the articles *a*, *an* and *the*
- complete a passage with the verbs in the correct tense
- use *too* and *enough* correctly
- revise state verbs
- complete a puzzle about words in a square.

B8.1 Language focus: Spot the differences

- 1** Work in pairs to compare the two classroom pictures. One student describes the first picture, and the other identifies the differences using the list of expressions below.

To start with ...

And another thing ...

What's more

Just a small point ...

Perhaps I should mention ...

Oh, I almost forgot ...



- 2** Now exchange roles and repeat the activity with the two street scenes.



B8.2 Language focus: Wishing

We saw on page 145 that we use the verb **wish** to talk about how you would like things to be in the present, or how you would like things to be in the future. If you want to talk about your present situation, you can use the structure *wish* + past simple or continuous. For example:

Example: *I wish the language of instruction was Amharic.*
My friend wishes he could speak better English.

- 1** Make a wish for each of the following situations. Write them in your exercise book.

Example: *bicycle/puncture*– *I wish I had a new bicycle.*

- 1 tickets / concert
- 2 flowers / sick friend
- 3 phone number / mobile
- 4 invitation / party
- 5 school / small classes
- 6 homework / teacher

- 2** Are there any other things that you wish could or would happen? Work in pairs to add more wishes of your own.

B8.3 Language focus: Verb or adjective + preposition

I agree with you.

Are you afraid of wild animals?

In these cases we can see that *agree* (a verb) is followed by the preposition *with* and that *afraid* (an adjective) is followed by the preposition *of*. Many prepositions are dependent on the verb or adjective that goes before them.

Some verbs or adjectives can be followed by different prepositions. Sometimes a different preposition changes the meaning:

Example: *I agree with you* is different from *My brother and I don't agree about anything!*

Who is she talking to? is different from *What is she talking about?*

Sometimes a different preposition makes no difference to the meaning:

Example: *Are you happy with that?* is the same as *Are you happy about that?*

1 Which prepositions can follow these words?

- | | |
|---------------|-------------|
| 1 depend ... | 4 hunt ... |
| 2 covered ... | 5 learn ... |
| 3 proved ... | 6 move ... |

2 Make sentences from the table below. Write them in your exercise book.

1 Please don't throw the ball	with	... traditional ways of life.
2 We can't rely	at	... litter.
3 We must clean the classroom it is full	about	... you!
4 I want to learn	of	... the weather. It may change.
5 Please throw the ball	to	... the other players when you are angry!
6 I am very angry	on	... me!

3 Complete the following questions with prepositions. Write them in your exercise book.

- Do you like listening _____ traditional music?
- How do you feel _____ the new teacher?
- Do you sometimes waste money _____ things which you don't really need?
- What sports are you good _____?
- Do you like reading books _____ history?
- Have you ever spoken _____ a famous person?

4 Discuss your answers to the questions in Exercise 3 above with your partner.



B8.4 Speaking: Pronunciation practice

Question forms of *Who?* or *What?* phrasal verbs have a falling intonation.

Examples:

Who is the teacher talking ↓ to?

What is the caretaker looking ↓ at?

Work in pairs to ask and answer questions about the pictures in B8.1, using *who* or *what*.



B8.5 Reading: Two Ethiopian children

- 1** Look at the pictures and read the following stories which have been jumbled up. Work in pairs to sort out the two stories and write the answer in your exercise book.



- 1 Hadush is a thin, shy boy, 12-years-old and lives with his father, stepmother and two brothers. His clothes are a bit ragged, and he doesn't attend school. His family lives in the rural area of Tigray. Their home is inside a walled compound. The house is a small room made of stones, with an earth floor and rough walls. His family has a radio, but no tables or chairs. The sleeping room has a traditional mattress on a bed made of mud. The third house in the compound is the cattle pen.
- 2 Seble is about 12-years-old, and has four brothers and one sister. Three of her brothers are already married and live away from home. Her home is in the Oromiya State. The family has a small house with a large yard where they often gather with friends to drink coffee. Her family is poor, and her father is often drunk and abusive.
- 3 He also attends a *kes timirt* – a traditional church school, where the children learn the alphabet and numbers and receive basic religious education, but because the teacher spends time working on his own farm, he only has a limited amount of time for teaching.
- 4 Seble started her education at the age of six and started formal school at eight, but she dropped out of school partly because she was ill, and partly because her parents could not afford to buy her exercise books.
- 5 Seble helps her mother a lot in the house, making bread, coffee and injera. She also fetches firewood and water. At the age of 11 she started to earn some money by helping to plant vegetable seedlings. She works two or three days a week after school, depending on when the work is available, mainly during the winter season. Seble also helps on the family farm, grinding corn for bread and weeding teff.
- 6 At the age of six or seven, Hadush fetched water for the family, and looked after the cattle in the field. Now aged 12, he works for about 10 hours a day, helping to cut grass, herd cattle, do the weeding and cutting straw. He gets up at 6 a.m. then goes to his sister's house for breakfast. Between 8.00 a.m. and 6.00 p.m. he herds the cattle in the field with his friends. He eats lunch in the field then cuts grass, but he does not enjoy that because it is back-breaking work.
- 7 However she joined again a year later and was promoted to Grade 2. Then her mother became ill, and she and her sister had to look after her, so instead of going into Grade 3 with her friends, she has remained in Grade 2. She is hoping to go to secondary school in the nearest town, where she will live with her aunt.
- 8 At 6.00 p.m. he returns home and is free to play with his friends. He eats his dinner about 8.30 p.m., then plays with his brother until he goes to bed.
- 9 Seble's mother does not want her daughter to marry young and says Seble should wait until she is in her twenties when she has completed her education. She says that "Education is the most important thing for a girl to change her life. Seble will have chances that I never had because I was forced to marry young."

Adapted from *Hadush's story and Sebles's story*, Young Lives website, © 2009

- 2** Make a list of the similarities and differences between the two accounts.
- 3** Work in pairs to play a 'boasting game' using the information from these two passages. One student role-plays the boy, and the other the girl. Try and write a dialogue in which one student tries to out-do the other.

Example:

Student A: I went to a school with 10 pupils.

Student B: I went to a school with a hundred pupils in my class.

- 4** Read your dialogue aloud in pairs, stressing the key words in the sentences.

Examples: I went to a school with **10** pupils.

I have **100** pupils in **my** class.

B8.6 Language focus: Articles *a, an, the*

- We use *a* or *an* in front of a single countable noun when it has not been mentioned before. Note that when a single countable noun begins with *a, e, i,* or *u* we use *an* before it:
Musema ate a pineapple and an orange.
- We use *the* when something has been mentioned before, or when we are talking about one specific thing:
Give me a pen, please. (The speaker is asking for **any** pen.)
Give me the pen, please. (The speaker is asking for a particular pen that the person she / he is talking to knows about.)
- We do not put *a* or *the* before names of festivals, countries, days and months, meals and seasons unless they are specific months, days, seasons, meals, etc.:
After school on Monday, Saada read a book about a man who travelled to the Moon.
- We do not put *the* in front of abstract nouns when we talk generally about them:
Time often seems to stand still.
But we put *the* in front of these nouns when we speak specifically:
I remember the time when we went to Arba Minch.
- We do not put *the* in front of singular uncountable nouns, or plural countable nouns, when we speak generally:
Milk is good for you.
Aeroplanes are faster than cars.

- 1** Read the following passage and find examples of *a, an the* or no article, and say why they are used.

It was Monday morning and Boru was late for school. The alarm had not gone off and he had overslept. After a quick breakfast, he threw his homework into a bag with his other books, and ran down the road to the school. When he got into the classroom, the teacher was not at all pleased with him. "This is the third time you have been late this week," she said.

Boru apologised and sat down in a spare seat. He looked for a textbook that he needed for the lesson in the bag, but found he had left the book at home. He had also forgotten the pen he needed to write the answers to the questions. He asked his neighbour if he could borrow a pencil, and share his textbook with him.

He worked hard during the morning lessons and then it was lunchtime. There were 70 students in his class and they all streamed out into the corridor. Boru met a teacher who taught Maths, so he apologised to him for not doing the homework the teacher had set a week ago.

2 Copy the following passage into your exercise book and correct any wrong usage of the articles.

Hawi loved going to the school every day. She did all homework she had been given every evening and was always prepared for a lessons. She most enjoyed a English lessons and found stories in a English textbook very interesting. When teacher asked a class any questions, Hawi was a first to put up her hand and give answer. At end of a day, she put all books she had been using in her school bag to take the home so she could do a homework in evening before she ate a supper. Her teacher was very pleased with her and said that Hawi was model student.

Adapted from www.younglives.org.uk?countries/ethiopia

B8.7 Writing: Complete the passage

Fill in the gaps in the following passage, changing the verbs into the correct tense.

Ethiopia _____ (faces / will face) many historical, cultural, social and political obstacles that _____ (have / had) restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia _____ (feel / will feel) that work _____ (is / was) more important than education, so they _____ (started / start) at a very early age with little to no education. Children in rural areas _____ (were / are) less likely to go to school than children in urban areas. Though gradually improving, most rural families _____ (did not / cannot) afford to send their children to school because parents _____ (believe / have believed) that while their children are in school they cannot contribute to the household chores and income. There _____ (was / is) a need to change the importance of education in the country's social structure, and children _____ (should have / should be) encouraged to attend school and _____ (become / became) educated. Corporal punishment _____ (will be / is) also an issue that has affected progress for centuries. The society of Ethiopia _____ (has expected / expects) teachers and parents to use corporal punishment to maintain order and discipline. Most _____ (believe / will believe) that through punishing children for bad habits they in turn learn good ones.

B8.8 Language focus: Using *too* and *enough*

- 1** *Too* and *enough* are used with adjectives and indicate degree. *Too* means more than necessary, and it precedes the adjective. *Enough* means sufficient and usually follows the adjective.

Examples: The classroom is *too* small for all the students.

The classroom is not big *enough* for all the students.



Complete the sentences. Write them in your exercise book.

- 1 Nigisti can't reach the mango because she isn't tall _____.
- 2 Guyo can't lift the bed because he isn't strong _____.
- 3 Wasihun can't wear these trousers because they are _____ big.
- 4 Gemechu can't ride this bicycle because her legs are _____ short.
- 5 Father can't reach the ball because the ladder is _____ short.

- 2 Now rewrite the sentences again using *too* or *enough* so that they still have the same meaning, as in the examples on page 151.**

B8.9 Language focus: State verbs

Some verbs are only used in the simple form. They are called state verbs because they describe a state, not an action. They are:

- Verbs to describe thinking: *think, know, understand, agree, forget*
- Verbs to describe the senses: *see, hear, feel, taste, smell*
- Verbs to describe feelings: *like, love, want, hate, wish*
- Some other verbs: *have* (meaning own), *need, seem, deserve, be*

Sometimes these verbs can be used in the continuous *-ing* form when they describe an action.

Compare these sentences:

I think this is the right answer. (that is my opinion).

'What are you doing?' 'I'm thinking.' (this is what I am doing)

- 1 Choose the correct form of the verb. Write the correct sentences in your exercise book.**

- 1 *I have / I am having* a pet dog called Bingo.
- 2 *I don't remember / I'm not remembering* where your cousin lives.
- 3 *I see / I'm seeing* the dentist this afternoon about my bad tooth.
- 4 My school bag *weighs / is weighing* about 3 kgs.
- 5 *Do you know / Are you knowing* the answer to this question?
- 6 Sorry I can't come out now, *we have / are having* lunch.
- 7 Your lunch *smells / is smelling* good! *Does it taste / Is it tasting* good too?
- 8 *I don't understand / I'm not understanding* what to do!

- 2 Complete these questions in any way you like. Write them in your exercise book.**

- 1 Do you think _____ is a good or a bad thing?
- 2 Do you believe in _____?
- 3 Do you like _____?
- 4 Do you feel _____ at the moment?
- 5 Do you know the name of _____?
- 6 Do you remember _____?

- 3 Ask your partner your questions.**

B8.10 Fun with words: Words in a square

Copy the squares into your exercise book. Think of the words that can complete each square. The words must read the same across and down.

Example:

1

T	E	A
E	A	T
A	T	E

2

R	U	N
U		
N		

3

	O	
O	W	E
	E	

4

	E	
E	Y	E
	E	

Make your own words in a square for another class to complete.

Assessment**1 Speaking**

1 Work together in a group to research one of the following topics, and write down the results of your research.

- Education means wealth of the mind leading to wealth of the body.
- He who opens a school door closes a prison.
- It takes a village to raise a child.
- Parents can only give good advice or put them on the right path, but the final forming of a person's character lies in their own hands.

2 Your teacher will ask each member of the group to give a short presentation of the topic.

2 Reading

Your teacher will give you a passage to read about education in Ghana. Read the passage and make notes of the main points.

3 Writing

Work in groups to write a report of about 350-400 words on education in Ethiopia, including any suggestions or recommendations you may have.