

Part A

Objectives

In this part of Unit 2 you will:

- talk about your education
- listen to some statistics about education in Ethiopia
- learn some words related to education
- listen to a description of the education system in Ethiopia
- talk about education in the past, present and future
- use the language of comparison
- practise linking words to connect your speech
- discuss how your primary school compares with your secondary school
- write an informal letter to a friend
- make conditional sentences with *if* and *unless*
- discuss and then read about some barriers to learning
- learn some word building patterns
- make sentences in direct and reported speech
- think about your need for English in the future and assess your current ability.

A2.1 Introduction: Your education

You are now in Grade 11, so including primary school, you have been at school for ten years so far. This makes you an expert on education! Work in a small group and share your opinions on these questions.

- 1 Which of your school 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.
- 2 Is there anything that you would like to study at school, but which isn't part of the curriculum?
- 3 Do you think boys and girls should study the same things or different things?
- 4 Apart from the subjects on the curriculum, what else do you learn at school?
- 5 What are the pros and cons of staying on to senior secondary school?



A2.2 Listening: Some statistics about education in Ethiopia

- 1 **What do you know about the numbers of children (boys and girls) who go to school in Ethiopia? Work in a small group and discuss these questions:**
 - a Has the number of pupils in primary and secondary schools increased, decreased or stayed the same since 2000?
 - b Are there more girls than boys, more boys than girls, or, are there equal numbers of boys and girls in primary and secondary schools?
 - c In which regions of the country do more children go to school? In which regions do fewer children go to school?

- 2 Now look at the tables. They show some statistics about school enrolments in Ethiopia, but they are incomplete. Copy the tables into your notebook.
- 3 With a partner discuss how to complete each table with the figures below each one. Write the percentages you agree on in the tables.

Table 1: Enrolment rates at primary level in percentage

Year	Male	Female	Total
2003			
2004			
2005	67		63
2006	72		69
2007	79		76
2007			

Source: United Nations Statistics Division 2010

43 47 48 51 53 55 59 66 73 76 79 82

Table 2: Enrolment rates at secondary level in percentage

Year	Male	Female	Total
2003	26		
2004	28		
2005			25
2006			29
2007	38		
2008	39		

Source: United Nations Statistics Division 2010

15 16 19 20 22 26 28 31 32 33 36

- 4 Your teacher will now give you the correct percentages for each table. As you listen, check the figures you have written and write the correct ones next to yours, if they are wrong.

A2.3 Increase your word power: Education

Complete the descriptions of the education of Murad and Nasise. Use the words in the boxes.

1. Murad

illiterate fees adult education uniform
homework schooling school principal

Murad had just four years of primary education before he was forced to leave school because his parents could not afford the (1) _____ or the school (2) _____. He then stayed at home and helped his mother working in the garden, fetching water, preparing meals and so on. When he was 14 he got a job back at his local primary school as a cleaner. He was a good worker and caught the attention of the (3) _____ who persuaded him to go back to school. He enrolled in an (4) _____ class and completed his primary (5) _____. It was hard to find the time to go to class and do his (6) _____, but he succeeded. The principal then gave him a job in the school office.

2. Nasise

secondary honours graduated kindergarten exams
 bachelors degree primary boarder post-graduate
 scholarship diploma senior grades

Nasise went to (1) _____ when she was four-years-old. It was near her home and her mother took her there every morning before she went to work. When she was six, Nasise moved to her local (2) _____ school. She did well and when she was 13 she moved to (3) _____ school. Selam was a (4) _____ because it was a long way from her home. At the end of Grade 8 she passed her (5) _____. At this point she wasn't sure what she wanted to do. She was interested in maths and thought she could leave school and do a (6) _____ course in accounting. However, her teachers persuaded her to move into (7) _____ secondary school. She got good (8) _____ and went to Addis Ababa University to do a (9) _____ in economics. She (10) _____ with a very good (11) _____ degree. She was then able to do a (12) _____ degree in business as she got a (13) _____ to pay for her studies.



A2.4 Listening: The education system in Ethiopia

1 How much do you know about the education system in Ethiopia? Discuss the missing information in exercises a) and b) with the students sitting near you.

a Complete the dates on the right.

Event	Date
1 The first Christian schools in Ethiopia. century.
2 The first schools run by European missionaries. century.
3 The first Islamic schools appeared.	end of the century.
4 The first non-religious government schools.	early century.
5 The current education system.

b Complete this diagram of the current education system.

Kindergarten			and education
Primary education			
1st cycle	Grades 1 – 4	Basic education	
_____ cycle	Grades _____ – _____	_____ education	
_____ education			
_____ cycle	Grades _____ - _____	_____ education	
_____ cycle	Grades _____ – _____	_____ education	
_____ education			

2 Now listen to your teacher reading a text about the education system and complete the missing information in exercises a and b.



A2.5 Speaking: The education system past, present and future

Work with a partner or in a small group and discuss your answers to the following questions.

- a Did your parents go to school? What kind of education did they have?
- b Compare your education with your parents'.
- c To what extent do you think education has improved in Ethiopia since your parents' time?
- d What kind of education do you think YOUR children will have?

Talking about events at different times	
The past	My mother went to primary school, up to grade 6.
The present	I have been to primary school and junior secondary school... Now I am in senior secondary school.
The future	I hope my children will go to good schools. I would like one of my children to be a doctor.

A2.6 Language focus: Comparing things

Useful language

Comparing number and quantity

- a **More** children go to school now **than** (they did) in 2003.
- b **Fewer** children are illiterate now **than** (they were) in 2003.
- c There is less illiteracy now than (there was) in 2003.
- d Most children in Ethiopia now go to school.

Comparing the qualities of things

- e Our school is **bigger than** (it was) 10 years ago.
- f Our school is **more beautiful than** (it was) 10 years ago.
- g Our school is **the best** in the region

Qualifying comparisons

- h **Nearly as many** girls went to secondary school in 2003 as in 2004.
- i **Far more** boys **than** girls went to secondary school between 2003 and 2008.
- j Our school is **by far the most successful** in the region.
- k The percentage of boys that went to secondary school was **a bit bigger** in 2008 than in 2007.

1 Which of sentences h to k means:

- a there is a big difference
- b there is not a big difference?

2 Complete these sentences with the words and phrases in the box. You need to look back at Tables 1 and 2 in A2.2.

less than half almost the same by far the greatest
nearly doubled about a third more far fewer

- 1 _____ children went to secondary school than to primary school during the period 2003-2008.

- 2 The percentage of girls at secondary school was _____ the number at primary school.
- 3 There were _____ boys than girls at secondary school in 2008.
- 4 The percentage of girls at secondary school _____ between 2003 and 2008.
- 5 The rate of increase in the total percentage of children at both primary and secondary school between 2003 and 2008 was _____.
- 6 _____ increases in the number of children at primary school took place between 2005 and 2007.

3 Work with a partner or in a small group. Discuss the situation now. Do you think the figures are very different from those in 2008?

4 In your group, make true sentences using these phrases

- 1 more people ...
- 2 nearly as big as ...
- 3 by far the most difficult ...
- 4 not nearly as tiring as ...
- 5 much further than ...
- 6 a bit more expensive than ...
- 7 by far the best ...

Example: *Shopping isn't nearly as tiring as studying*



A2.7 Speaking: Pronunciation – Connected speech

When we speak, we usually say more than one word at a time. In English we often connect or link words so that our speech sounds fluent and smooth.

There are two kinds of linking:

a words which end in a consonant sound are linked to words which begin with a vowel sound

Example: *Not_a big difference*

b words which end in a vowel sound are linked to words which begin with a vowel sound

Example: *Addis Ababa_is by far the biggest*

In this situation, the words are linked by adding a soft w or y or r sound

Example: *Addis Ababa_r_is by far the biggest Now_w_L_y_am*

Words which end in 'r' followed by words which begin with a vowel are linked with an r sound

Example: *There_r_is*

Do these exercises with a partner.

1 Identify the links in these sentences:

- 1 My house is not as big as yours.
- 2 I think I heard a car outside.
- 3 You ought to do all the exercises.
- 4 Switch off the light. It's almost eight o'clock.

2 Identify the links in the sentences in exercise 2 in the Language Focus section on comparing things above. Practise reading the sentences with the links.

3 Now identify the links in the sentences you made in exercise 3 in the Language Focus section on comparing things above. Practise reading the sentences with links.



A2.8 Speaking: Comparing schools

With your partner, talk about your primary school. Compare it with the school you go to now. Think about;

- the number of pupils
- the number of teachers
- the size of the building
- the facilities
- the subjects you studied
- the sports you did
- how convenient the location was for you.



A2.9 Writing: A letter to a friend

Many young people have friends abroad of more or less their own age, who they communicate with by letter or email. Imagine you have such a friend and write a letter about your school and the education system in Ethiopia.

1 Before you start, think about:

a The information in your letter;

- What nationality is your friend and where does he or she live?
- What do you know about him / her?
- How long have you been writing to him / her?
- What information are you going to give about Education in Ethiopia and your school?

Here are some ideas of what you can write about.

- *how education in Ethiopia is organised (see Listening 2 in this unit)*
- *the name of your school*
- *where it is*
- *what kind of school it is*
- *how many students there are*
- *how many teachers there are*
- *how many classes there are*
- *the school facilities*
- *what class you are in*
- *what subjects you study*
- *how you are getting on in Grade 11*
- *what exams you will have to do.*

b How to organise your letter;

- the lay out of your letter
- how many paragraphs you need
- what you are going to say in each paragraph.

c Do you know how to write an informal letter? Work through the exercises in this box.



How to write an informal letter

a True or false?

An informal letter is the same as / different from a formal letter.

In an informal letter, the sender's address goes in the top left / top right corner.

You begin / close the letter *Dear or Hi* + the name of the person you are writing to.

You can close the letter with *Yours sincerely / Yours faithfully / Best wishes*.

The date goes over / under the sender's address.

You can / cannot use contractions in informal letters (e.g. isn't instead of is not).

You can / cannot use informal language.

The body of your letter must be / must not be in paragraphs.

b Match the examples of useful language to the list of the functions of the paragraphs they come from on the right.

<p>1 <i>It's several months since you last wrote to me. Sorry it has taken me so long to reply. I am happy to hear that you passed ...</i></p>	<p>a Opening greeting</p>
<p>2 <i>Hi Reta</i></p>	<p>b A reference back to your last contact</p>
<p>3 <i>My main news is that the new school year has started and I am now in Grade 11. In Ethiopia there are 12 grades in total ...</i></p>	<p>c A brief mention of something interesting that has happened or that you have done recently</p>
<p>4 <i>Best wishes to you and your family.</i></p>	<p>d The main topic of your letter</p>
<p>5 <i>Please write back and tell me something about schools in Canada.</i></p>	<p>e A request for your friend to write with some information about his / her education.</p>
<p>6 <i>A big event for my family recently has been my sister's wedding.</i></p>	<p>f Close</p>

2 Now write your letter.

- **Begin by writing a draft of the body of your letter, thinking carefully about what you need to include.**
- **When you have finished your draft, check it carefully and ask your partner to check it too.**
- **Write a neat, final version of your letter.**

A2.10 Language focus: Conditional sentences

If a child completes both cycles of primary school, he or she receives at least eight years of education.

Conditional sentences like this one are used to express something that depends on something else.

There are various kinds of conditionals;

1 The sentence above is an example of the ‘zero’ conditional. This is used for general truths that happen under certain circumstances. It uses the pattern:

If + present simple + present simple.

2 *If I do well in Grade 12, I will go to university.*

This is an example of the first conditional. It is used to talk about possible future situations.

It uses the pattern:

If + present simple + will or can

3 *If we don't increase the number of children going to school, our country won't develop.*

Or

Unless we increase the number of children going to school, our country won't develop.

We can use *unless* instead of *if ... not* in conditional sentences.

Note: each part of a conditional sentence can go either first or second in the sentence.

Our country won't develop unless we increase the number of children going to school.

1 Complete these sentences with *if* or *unless*.

- a _____ you hurry you will be late!
- b _____ I come across a new word, I look it up in a dictionary.
- c Our teacher doesn't get annoyed with us _____ she thinks we are being lazy.
- d _____ you feel nervous about walking to the bus stop on your own, I will go with you.
- e I always have lunch, _____ I have had a good breakfast.
- f _____ the government builds more schools, illiteracy will increase.
- g _____ you work hard, you will have no problems in Grade 11.

2 Rewrite these sentences in the way indicated.

- a If you don't come to school tomorrow, you'll miss the test.
Unless you come to school, you'll miss the test.
- b I'll bring you some mangoes from our tree tomorrow, if I don't forget.
....., unless I
- c Unless we work together, we won't get the job done.
If we
- d If I don't do any homework today, I will have a lot to do tomorrow.
Unless I
- e I'm not going with you unless I finish my homework first.
....., if I
- f The porridge will stick to the pot if you don't stir it.
..... unless you
- g Our team will continue losing matches unless it improves.
....., if it.....

3 Complete these sentences in your own way. When you have written them, show them to your partner.

- a If I, my family will be pleased.
- b Unless I, I won't achieve my goal.



A2.11 Speaking: Barriers to learning

1 Work in a small group. Discuss your answers to these questions.

- 1 Look back at tables 1 and 2 in A2.2. What information do they give you about the total number of children:
 - a not in primary school in 2008?
 - b not in secondary school in 2008?
- 2 Is the number of children not in school still a problem in Ethiopia?
- 3 Why do so many children not go to school? Make a list of as many reasons as you can.

Useful language: Identifying and thinking about a problem	
The trouble is ...	This is a problem because ...
I think the biggest problem is ...	This is due to the fact that ...
Another problem is ...	This is due to ...
Don't forget that ...	This is caused by ...

2 Compare your answers with those of other groups in the class.



A2.12 Reading: Barriers to learning

1 Read this text and answer the questions below.

Better education for a better future

In 2004, a group of young Ethiopians got together to take a close look at their own country's education system. Known as the Ethiopian Youth Forum, the group has been lobbying the government to help children, and girls in particular, attend school.



They launched a survey to understand which children were not attending school and to find out why. Members of the survey group interviewed 550 students in 20 primary schools to collect information.

The survey conducted by the Forum and supported by UNICEF was small in scope but served as a 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.

Results of the survey

- 1 (69%): _____
- 2 (29%): _____
- 3 (18%): _____
- 4 (13%): _____
- 5 (8%): _____
- 6 (7%): _____

“These problems have been around for a long time. But they have often been overlooked,” notes UNICEF Ethiopia Education Officer Maekelech Gidey. “So the survey is a great achievement in itself. We still need to do a lot more follow-up work in the future.”

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.

“There is no development without education,” said Elleni Muluneh, a founder member of the Ethiopian Youth Forum. “The more we educate children, the more we become developed in the long run. Maybe one day we will manage to get every child in the country behind a school desk.”

Adapted from In Ethiopia, better education for a better future by Andrew Heavens www.UNICEF – Ethiopia

a Complete these sentences using information from the text. Use your own words as much as possible.

- i)** The survey was carried out by _____
- _____
- ii)** The purpose of the survey was _____
- _____
- iii)** The Ethiopian government hopes to _____
- _____
- iv)** Elleni Muluneh thinks education is important because _____
- _____

b Now, using your ideas from your discussion at the beginning of this section, think about how to complete the survey results.

2 Listen to your teacher, and complete the survey results.



A2.13 Speaking: Overcoming barriers to learning

You have discussed and read about the reasons why so many children don’t go to school. In your group, now think about what can be done to improve the situation. How can we solve some of these problems?

- a** Look back at the survey results. For each one, think of a strategy for helping to deal with it. It could be something to be done by:
 - the government
 - or, the school
 - or, the local community
 - or, families

Before you start, study the language in the box.

Thinking about a problem and trying to solve it

In this situation, the government has to take action.

If the government builds more schools, **more children will be able to get to school.**

Unless the government builds more schools, **many children won't be able to get to school.**

- b** Present your ideas to the rest of the class.

A2.14 Increase your word power: Word building

Recognising words that belong to the same family can really increase your word power! For example, if you know the word: photograph, you should be able to recognise that photographic and photographer are part of the same family.

If you recognise the word endings, that will tell you what kind of word it is and help you to understand how it is being used.

Example: - *ic*: many adjectives end with this suffix

- *er*: is often added to verbs to describe someone who does this action

- 1** Try to complete the words in the table (white part only). A form of all of them can be found in this Unit. Note: in some cases there are two possible words.

Verb	Noun (thing)	Noun (person)	Adjective
achieve			
attend			
develop			
educate	education	educator	educated
	enjoyment		
	enrolment		
	government		
		graduate	
		interviewer/ interviewee	
			significant
			successful

- 2** Pronounce each family of words in the table. Pay attention to the stressed syllable: it may be different in each form of the word, for example, 'educate, edu'cation. Make the stressed syllable in each word.

- 3** Complete each of these sentences in your exercise book with two forms of the words in brackets. Note: You may have to make further changes to some of the words.

- a** Hundreds of students are queuing outside the school office to *enrol* in Grade 11. There has been a 15% increase in *enrolments* this year. (enrol)
- b** My brother is a very _____ businessman. His _____ is due to the fact that he works very hard. (successful)
- c** My sister _____ from Addis Ababa University last year. The whole family went to her _____ ceremony. (graduate)
- d** The manager of the football team was _____ on the radio last night. The _____ asked him why the team has lost the last six matches. (interview)

- e There has been a _____ increase in the amount of food farmers are producing. This is of great _____ for everyone in the country. (significant)
- f The new _____ of the province has said that he is going to make the provincial _____ more efficient. (government)

4 Make your own sentences with four other words (not ones you used in the previous exercise).

A2.15 Language focus: Reported speech

1 Read this dialogue. It takes place in a school classroom, first thing on Thursday morning.

Aziza: Hi Hanna. How are you? You weren't at school yesterday.

Hanna: No, I wasn't feeling well, but I'm a bit better today, and I didn't want to miss any more work.

Aziza: That's the problem when you are ill.

Hanna: How was maths?

Aziza: Well Mr Bekele was in a good mood ¹he said we have all done well in the test, and he is going to give the tests back to us on Friday.

Hanna: That's a relief! Any homework?

Aziza: ²He said we must look at page 57–58 in the textbook in preparation for Friday's lesson.

Hanna: Okay.

Aziza: Oh and something funny happened in the lesson. You know Muhe, who's really good at maths and likes everyone to know it. Well, Mr Bekele asked a question, which wasn't very difficult and ³Muhe immediately put his hand up and said that he knew the answer. So ⁴Mr Bekele asked him what it was, but the answer Muhe gave was completely wrong, so ⁵Mr Bekele sighed and said Muhe had forgotten to turn on the engine before starting the car! That made everyone laugh, and maybe Muhe will be less big-headed now.

Hanna: Maybe, but he's not a bad person, really.

2 Look at the five underlined sentences in the dialogue. They are written in indirect or reported speech. Write them in direct speech.

Example: 1 *Mr Bekele said, "You have all done well in the test, and I am going to give the tests back to you on Friday."*

3 Study the information in the box.

When we report what someone has said, we have to change some of their actual words:

- **Pronouns change according to who is reporting what someone said.**

a *Mr Bekele said, "You have all done well in the test." He said we have all done well in the test*

- **Words that refer to place and time, depending on when and where the speech is being reported.**

b *Mr Bekele said: "I am going to give the tests back to you on Friday." He said he is going to give the tests back to us on Friday.*

Note: 'on Friday' doesn't change in this dialogue because when Aziza reported Mr Bekele's words, it was just the day after he spoke, and Friday was still in the future.

But, if Aziza reported Mr Bekele's words two or three weeks later, she would say:

c *He said he was going to give the tests back to us the following Friday.*

• **Verb tenses can change depending on when something is reported**

d *Mr Bekele: “Muhe has forgotten to turn on the engine.” Mr Bekele said Muhe had forgotten to turn on the engine.*

The tense changes because the event is in the past. Look back at example b) and you can see the tense doesn't change. This is because the event is still in the future. The tense doesn't change in sentences about things which are always true:

Mr Bekele said the area of a circle is calculated using πR^2 .

Reported statements	Context
1 <i>Bacha says he's going to Addis next week.</i>	a Reported before next week begins
2 <i>Bacha said he's going to Addis this week.</i>	b Reported during 'next week'
3 <i>Bacha said he was going to Addis last week.</i>	c Reported the week after 'next week'
4 <i>Bacha said that he was going to Addis the following week.</i>	d Reported at an unknown time after 'next week'

When we are reporting something that was said at an unknown time and in an unknown place, it is called '**indefinite reported speech**'. It is the kind you are most likely to need in an English examination. Certain changes are made to the tense of the verb, to the time of adverbial time expressions and to pronouns.

4 Match the sentences on the left in direct speech to the corresponding sentence in reported speech on the right. Write your answers in your exercise book like this: 1 = e

Direct speech

- 1 "I work hard."
- 2 "I can work hard."
- 3 "I'm working hard at the moment."
- 4 "I'll be working hard for the rest of today and tomorrow."
- 5 "I was working hard all last week." *
- 6 "You are going to work hard all week!"
- 7 "We worked hard yesterday." *
- 8 "We had worked hard all week."
- 9 "You have never worked hard."
- 10 "You must work hard!"
- 11 "We may have to work hard today."
- 12 "You should work harder!"

(indefinite) Reported speech

- a He said he was working hard at that moment.
- b He said he was working / had been working hard all the week before.
- c He said they were going to work hard all that week.
- d He said she had never worked hard.
- e He said he worked hard.
- f He said they should work harder.
- g He said they might have to work hard that day.
- h He said she must / had to work hard.
- i He said they had worked hard all that week.
- j He said they worked / had worked hard the day before.
- k He said he would be working hard for the rest of that day and the next.
- l He said he could work hard.

* Note: when reporting the past simple you can choose to use either the past simple again or the past perfect. Similarly when reporting the past continuous you can choose to use either the past continuous again or the past perfect continuous. In both cases the past perfect is strictly correct, but often sounds too 'heavy' or formal.

5 Change the words and expressions on the left which are used in direct speech into indefinite reported speech.

Direct speech	(indefinite) Reported speech
here	there
this	
these	
now	
today	that day
yesterday	
next Saturday	the following Saturday
last Tuesday	

6 Imagine the following statements were said by members of your class yesterday. Put them into reported speech as if it was the next day.

- 1 Teferi said, "I think we are all making good progress."
Teferi said he thinks we are all making good progress.
- 2 Hanchamo said, "Our test is next week."
- 3 Demekech said, "I've been revising geography all week."
- 4 Our teacher said, "The headmaster always insists on politeness."
- 5 My teacher said, "I am pleased with the work you have done today."
- 6 Haimanot said, "Although I can run fast, I couldn't be an athlete as the training is too hard."
- 7 My friend said, "We watched the race last night on Ali's TV."
- 8 Our teacher said, "I will have marked your compositions by lunchtime."

7 Now report the same sentences using indefinite reported speech.

- 1 *Teferi said he thought they were are all making good progress.*

A2.16 Study skills: Setting goals

English is the most commonly used language in the world for people who want to communicate with others who don't speak their first language. So if someone from Algeria wants to speak to someone from China, and neither speaks the language of the other, then they will use English. English is also the most commonly used language in written communication such as letters, emails, books, newspapers, academic journals. So there are many reasons why English is a useful language to learn.

1 Why are YOU learning English? Of course, you have no choice because it is part of the school curriculum, but think about the future. What do you think you will need English for? Work on your own. Tick the relevant statements.

I think I will need English for these purposes.	Yes	No
To study at university		
To go abroad to study		
To work with non-Ethiopians here in Ethiopia E.g: in business; in tourism; in development work		
To keep up with foreign news		
To keep in touch with foreign friends I have made on the Internet		
For entertainment e.g. films and music		
To travel abroad		
(Add some of your own ideas here)		

- 2** Bearing in mind your answer to question 1, what kinds of things do you think you will need to be able to do English?

Work on your own. Tick the relevant statements.

I think I will need to do these things in English	Yes	No
Read academic books and journals		
Read newspapers and magazines		
Listen to lectures and take notes		
Take part in meetings		
Communicate with tourists in hotels and other centres		
Read and write business documents e.g. letters, reports		
Communicate with staff at airports and in hotels and restaurants abroad		
Take part in international conferences		
Listen to films and songs		
Write academic assignments e.g. essays, lab reports		
Take part in seminars and tutorials		
(Add some of your own ideas here)		

- 3** Now think objectively about your English at the moment. On your own, assess your ability in each of the language areas in the table below.

Use this 1–5 scale.

1 = I am more or less at the standard I need to reach

2 = I am nearly at the standard I need to reach

3 = I have quite a long way to go to be at the standard I need to reach, but I am on the road to getting there.

4 = I am a long way from the standard I need to reach, but I have started down the road to getting there.

5 = I am a very long way from the standard I need to reach and I am not even on the road to getting there.

	1	2	3	4	5
Speaking (e.g. in conversation or making a speech)					
Listening (e.g. to talks or films)					
Reading (e.g. factual texts, novels)					
Writing (e.g. letters, essays)					
Grammar (do you speak and write accurately?)					
Vocabulary (do you understand the words you come across in texts? Are you able to use a variety of words when speaking?)					
Pronunciation (how clearly do you speak? Can others understand you easily?)					

- 4** With a partner, compare the decisions you have made in these three tables.

- Justify your decisions.
- Discuss ways in which you can improve the language areas you have rated between 2 and 5.

Part B

Objectives

In this part of Unit 2 you will:

- discuss the solution to a riddle
- read an extract from a novel
- listen to an old woman talking about why she didn't go to school
- discuss why many girls don't go to school
- add prefixes to some adjectives and verbs
- practise contrastive sentence stress
- write a magazine article
- read about how to study on your own effectively
- think about how to become an effective independent student
- do a reading assessment task.



B2.1 Speaking: Who is the surgeon?

Work in a small group. Read this text and try to find the solution to the problem.

A surgeon and his son were driving fast in the family's new car when they were involved in an accident. They were both seriously injured. In fact, on arrival at the hospital, the surgeon was dead. The boy was taken into the operating room for emergency surgery. A surgeon came in to perform the operation, looked at the boy's face and said, "I cannot operate on this child. He is my son."

The question is, who was the surgeon who didn't want to perform the operation?



B2.2 Reading: Oweka learns a lesson

This text is an extract from a novel written by a Ugandan writer. Survey the text for a few minutes and then answer the questions below.

- 1 The children grew up. It was difficult to tell which was the first and last born among the children of the second wife. Nonetheless, Oweka was very proud of them. They were sent to school, but only the three boys. Oweka refused to send his three girls to school. It was not their privilege to learn. Their work was to learn how to dig, cook and later on get married.
- 5 Maria's mother, unlike the second wife, would not listen to Oweka. She wanted her daughter to go to school. She knew her position well. Maria was her only child and if she was to lead a poor life then she had no other child to look to as a source of comfort. She was very poor but she scratched everywhere to get money to send her daughter to school. She made a contract with a shopkeeper in the nearby trading centre. She sold him firewood at a meagre price
- 10 and thus had to carry firewood for six months in order to pay the school fees for one term. In a year she was able to pay for only two terms. The shopkeeper, however, realised her good intentions and agreed to lend her money. Every morning she got up, went to her garden and after digging she would come back, make breakfast, eat and carry firewood to the shopkeeper. In the afternoons, she went to the bush to collect firewood for the next day. In the evening she
- 15 would go to her garden. She always slept exhausted. Oweka did not like this at all. Maria was failing to learn the ways of the kitchen and she might in future fail to get married. He tried to

stop his wife from earning money but she protested bitterly. Each night, Oweka beat her to stop her but each morning she carried firewood to the shopkeeper. Oweka gave up. At school, Maria did well. She showed a very keen interest in learning and she was always

20 among the top five. She was a very good example to other girls. She endeared herself so much to her teachers that they secretly encouraged Maria's mother not to give up educating her daughter. Her half-brothers on the other hand were very poor at classwork. They never cared about school and were always late. They studied Primary One until they had almost

25 developed beards. Oweka got tired of paying their fees without seeing any development. When he saw that Maria was doing well, better than her brothers, he decided to take over responsibility from his wife. He started paying for Maria's school fees. One day, his children came back from school very amused. Oweka was milking at the time they came back, but he was near enough to hear their conversation.

30 "Mother," one of them started, "the Inspector came into our classroom at school today. He was startled to see male teachers making a noise with the young children and surprised and cross when he discovered they were pupils! Mother, do you know, the Inspector thought we were teachers!" Their mother laughed in merriment but Oweka, who had stopped milking and was listening attentively, felt embarrassed. After milking, he decided to call his sons together

35 and inform them that they were to stop school and look after the cattle.

Adapted from *Sour honey* by Mary Abago

1 Choose the best option to complete these sentences about the text.

- 1 As his children grew up, Oweka wanted to educate ...
 - a all his children.
 - b all the children of his first wife.
 - c three of the children of his second wife.
 - d the boys of his first and second wives.
- 2 Maria's mother ...
 - a was Oweka's second wife.
 - b made her learn to dig and cook.
 - c wanted to educate her only child.
 - d did what her husband told her to do.
- 3 Maria's mother raised money to pay school fees for the whole year ...
 - a by digging every morning.
 - b by working at the nearby trading centre.
 - c by carrying firewood for six months.
 - d by selling firewood and borrowing money.
- 4 Oweka believed ...
 - a his wife was wasting her time educating a girl.
 - b his wife was exhausting herself, which was not right.
 - c at first that Maria should be educated, but changed his mind.
 - d at first that Maria should not be educated, but changed his mind.
- 5 Maria's teachers ...
 - a liked her very much.
 - b wanted her to give up school.
 - c kept Maria's prospects secret.
 - d said she was the best in the class.

Unit 2 Education

- 6 Maria's half-brothers ...
- a liked school very much.
 - b became teachers of Primary One.
 - c developed beards at a young age.
 - d repeated the same class many times.

2 What lesson do you think Oweka learned from this experience? Briefly cite evidence from the text in support of your answer. Write one or two sentences only.

3 Find words with these meanings in the places indicated in the text.

- a _____ (lines 5–10) too small and much less than needed.
- b _____ (lines 15–20) strong and deep.
- c _____ (lines 20–25) made herself well-liked.
- d _____ (lines 30–35) surprised or slightly shocked.
- e _____ (lines 30–35) fun and enjoyment.

4 Discussion questions

- 1 Comment on the meanings of these quotations in the text:
 - a she had no other child to look to as a source of comfort. (lines 7-8)
 - b Maria was failing to learn the ways of the kitchen and she might in future fail to get married. (lines 15–16)
- 2 In what ways was Oweka's second wife like or unlike Maria's mother?
- 3 When Oweka found out that Maria was doing well at school, why do you think he decided to pay her school fees?
- 4 In your opinion, why was Maria a better student than her half-brothers?
- 5 What is your opinion of a) Oweka and b) Maria's mother? Think of some words to describe them.
- 6 In what ways is the culture depicted in this text:
 - a similar and
 - b different from your culture?



B2.3 Listening: An old woman speaks

Listen to the words of a woman from Wello speaking about her education and that of her daughter and grandchildren.

1 As you listen make notes in the table.

1 Age when married	
2 Home duties when a child	
3 Education	
4 Number of children	
5 Daughter's education	
6 Age her daughter was married	

7 Number of granddaughters	
8 Granddaughters' education	
9 What she thinks about girls going to secondary school	

2 Work in a small group. Discuss your answers to these questions.

- 1 In what ways is this woman's story similar to that of older people in your family (your grandmothers or older aunts?)
- 2 How do you feel about her views on girls in secondary school? Do you agree or disagree? Why?



B2.4 Speaking: Why don't many girls go to school?

In A2.2 we looked at two tables giving the figures for school enrolments. We saw that in general a lower percentage of girls attend school than boys.

Work in a group of boys or girls (not mixed). Think of some of the reasons why girls don't go to school at all, or drop out of school early.

1 Look at this list.

Reasons for the poor performance of female students

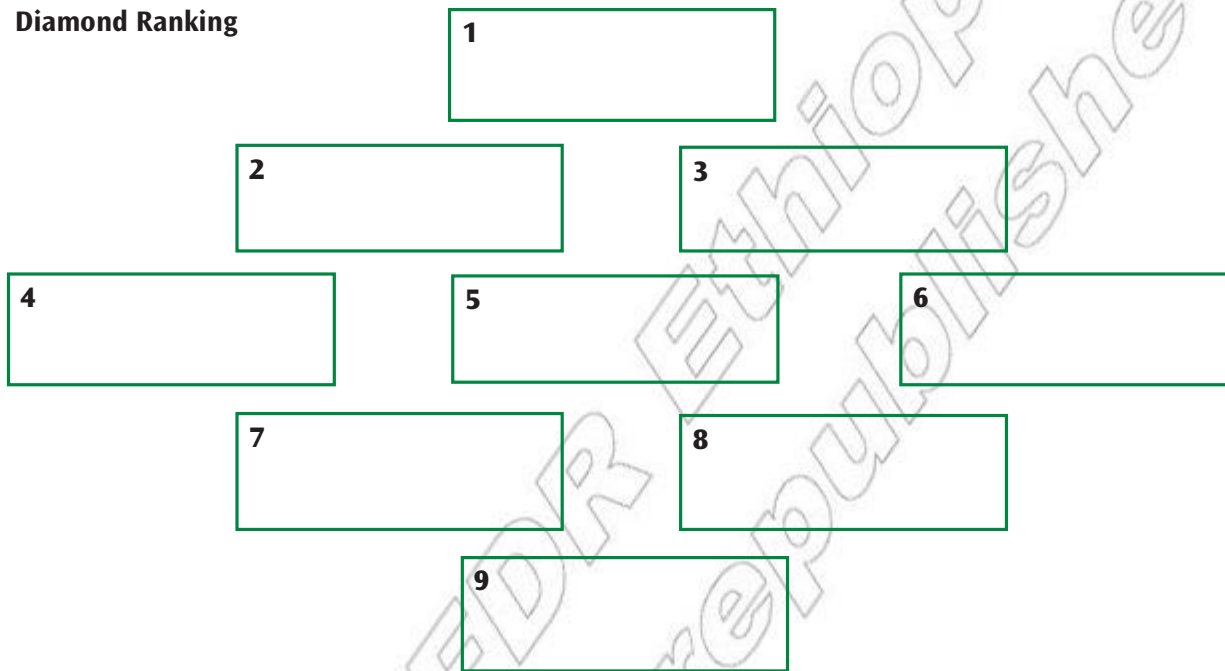
- a Many girls lack confidence and so they participate very little in class.
- b Many girls get married at a young age.
- c There are not enough female teachers, and many parents don't want their girls to be taught by men.
- d There is a cultural expectation that girls should be submissive and so they are dominated in class by male students.
- e Parents are worried that teenage girls will be at risk from sexual attack by boys in the school.
- f Girls are often disregarded by their teachers, particularly male teachers.
- g There is a common perception that education is wasted on girls as they will become wives and mothers and do not need qualifications.
- h Many girls are over-concerned with their personal appearance, particularly when they become teenagers.
- i Many girls are unable to study or complete homework due to family commitments.

In your group, make a diamond ranking of the statements in the list, using the diagram on the next page.

- Put the most important reason for girls' poor performance at school at the top, the two that you want to put in second place in the second row, the three in fourth place in the third row, the two in seventh place in the fourth row and the least important reason at the bottom.
- You must reach a consensus as a group. To do this, you can move ideas around until you reach an order with which you all agree.

<p>Giving an opinion</p> <p>I think ...</p> <p>In my view ...</p>	<p>Agreeing</p> <p>I agree with ... because ...</p> <p>So do I / Me too.</p> <p>Disagreeing</p> <p>I disagree with ... because ...</p> <p>I don't agree with ...</p> <p>Neither do I / Me too.</p>
--------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Diamond Ranking



2 Put your diagram on the wall. Label it 'G' for girls or 'B' for boys, according to your group.

3 Look at all the diagrams and try to see if there are significant differences between the boys' rankings and the girls'.

1 In your group make some sentences using *although* and *whereas* comparing boys' and girls' rankings. Before you start, study the language in the box below.

We can contrast two things, or note the differences between them, using *although*, and *whereas*.

- Go back to A1.8 to revise the use of *although*.
- Look at these example sentences:

Although most of the boys thought early marriage an issue, the girls didn't.
Whereas most of the boys thought early marriage an issue, the girls didn't.

Note:

- 1 Both *although* and *whereas* are followed by a clause (noun + verb)
- 2 Both can go before two contrasting clauses or between them

Most of the boys thought early marriage an issue, although the girls didn't.
Most of the boys thought early marriage an issue, whereas the girls didn't.

- 3 These two expressions cannot always be used in the same way. We will look at the difference between them in B8.5.

2 Read out your sentences to the rest of the class.

- 4** Now, in your same group, spend five minutes discussing ways in which girls' participation in class can be encouraged. Then, compare your ideas with a group of the opposite sex.

B2.5 Increase your word power: Prefixes

A prefix is a group of letters added to the beginning of a word which changes its meaning and makes a new word.

Many prefixes give the opposite meaning to the word they are put in front of. They are; *un-*, *in-*, *dis-*. These can be added to many adjectives

Example: *unhappy, incomplete, dishonest*

in- changes to *im-* before adjectives beginning with 'm' or 'p'

Example: *impatient*

in- changes to *ir-* before adjectives beginning with 'r'

Example: *irresponsible*

in- changes to *il-* before adjectives beginning with 'l'

Example: *illegal*

un- and *dis-*. These can also be added to many verbs

Example: *unlock, disappear*

- 1** Disagree with these statements in the same way as the example. Write your sentences in your exercise book.

- 1** These chairs are comfortable, aren't they?

Example: *I disagree. In my view they are uncomfortable.*

- 2** Most of the people in this village are literate.

- 3** Don't worry, this bicycle is repairable.

- 4** Aberash was conscious after the accident.

- 5** I think the information in this book is relevant to our project.

- 6** Young people today are aware of the dangers of drinking too much alcohol.

- 7** In my view punishment encourages students to work harder.

- 8** Young people today are generally polite, aren't they?

There are many other prefixes which change the meanings of the words they are added to in a variety of ways.

- 2** Look at these prefixes and their meanings, then add an appropriate suffix to the incomplete words in the sentences below. Write the sentences in your exercise book.

anti-	against e.g. <i>antisocial</i>
bi-	two / twice e.g. <i>bicycle</i>
de-	removed or decreased e.g. <i>deboned, devalued</i>
eco-	relating to the environment e.g. <i>ecological</i>
extra-	beyond / outside / not included in something e.g. <i>extracurricula</i>
mid-	middle e.g. <i>midday</i>
mis-	bad / wrong e.g. <i>mispronounce</i>
multi-	many e.g. <i>multicultural</i>
over-	too much / across or above e.g. <i>overpaid</i>
pre-	before / earlier than e.g. <i>prefix</i>
re-	again or back e.g. <i>redo</i>

self-	of or by your self e.g. <i>self-control</i>
semi-	half e.g. <i>semi-conscious</i>
sub-	under or below e.g. <i>subzero</i>
super-	more or greater e.g. <i>superstar</i>
trans-	change or move e.g. <i>transport</i>
under-	not enough e.g. <i>underage</i>

- 1 I've broken my glasses! I must ____place them as soon as possible as I can't read without them.
Example: 1 = replace
- 2 You have ____spelt that word it is r-e-c-e-i-v-e not r-e-c-i-e-v-e.
- 3 Put some ____septic on that cut on your hand. It looks dirty.
- 4 Many towns now have ____markets that sell all kinds of things.
- 5 The countries of East Africa may suffer from ____population if the number of people continues to grow so fast.
- 6 Beniam is a good guitarist but he isn't ____-confident enough to play in front of an audience.
- 7 Fossils were created in ____historic times, millions of years ago.
- 8 Amina's results in the exam were ____ordinary. Nobody expected her to do so well.
- 9 Most Africans are ____lingual, speaking at least two but usually three or four languages.
- 10 Our school magazine is ____monthly. The last one was in March so the next one will be in May.
- 11 Whole villages were ____merged by the flood.
- 12 This chicken is ____cooked. There is blood coming out of it.

3 Find some words with prefixes in the suggested list of reasons for the poor performance of female students in B2.4.

4 With a partner, make a list of other words beginning with at least six of the prefixes we have been looking at.

Example: *underwater*



B2.6 Speaking: Pronunciation – Contrastive sentence stress

In every sentence, important information words are stressed. Sometimes, though, one word in a sentence is given very strong stress.

Example: A: Can you 'play the gui'tar?

B: No, I can play the 'drums.

In the second sentence *drums* has very strong stress because it is new information and contrasts with *guitar*. *Play* is also stressed, but weakly because it does not give any new information.

1 Listen to your teacher reading these questions and answers and mark the main stress in the answers.

- 1 Are you going to Simien National Park in the holidays?
No, I'm going to A'wash National Park in the holidays.
- 2 Are you going to Simien National Park in the holidays?
No, I'm not going to Simien National Park in the holidays.
- 3 Are you going to Simien National Park in the holidays?
No, my brother's going to Simien National Park in the holidays.
- 4 Are you going to Simien National Park in the holidays?
No, I'm going to Simien National Park at the weekend.

- 5 Are you going to Simien National Park in the holidays?
No, I went to Simien National Park in the last holidays.

- 2 **Practise reading the questions and answers with a partner.**
- 3 **Look back at exercise 1 in the Increase Your Word Power section on prefixes above. Practise reading the questions and answers with the correct stress.**



B2.7 Writing: A magazine article

- 1 **Read this magazine article and answer the questions below.**

A Point of View...

Each week a member of the public writes on a topic they feel strongly about. This week Dawit from a village in Gambella writes about why he likes his life in the countryside.

A country life for me

Why do so many people move to the city? They say city life is the good life with opportunities that people in the countryside can only dream of. However, in my view the peace and quiet of the countryside has many advantages over the hustle and bustle of city life. So what exactly does the countryside offer?

Many people think they can earn more money in the city. But I say in the countryside you don't need much money. You can grow your own food on your own land, and live in your own house. In the city, however, everything has to be paid for.

A further point is that life is healthier in the countryside. I think everyone will agree that the air is cleaner, the water is purer and the food is fresher. People may say that in the countryside it is harder to find a clinic when you are sick. Of course, there are many poor people in the countryside with health problems, but if you eat your own home grown food and have at least some money to buy a few extra things, you are less likely to get sick than in the town where the unhygienic conditions mean that diseases spread very quickly.

Finally, it's certainly true that life is a lot safer in the countryside. You can trust your



neighbours not to steal your possessions when you're away from home and you can walk home at night without fear of being attacked and robbed. In the city both of these are commonplace. There are also dangerous temptations for young people in the city such as drugs and gangs. These are rarely found in the countryside.

To sum up, life in the countryside is better in many important ways. No doubt the city does have its attractions: its well-paid jobs, smart shops and entertainments, but to my mind these are less important than the advantages the countryside offers.

If you feel strongly about something, write in to us saying what it is and why you feel the way you do.

- 1 What is the topic of the article?
- 2 What is the writer's opinion?
- 3 Do you agree or disagree with his point of view?
- 4 What do you think are the features of a magazine article that make it different from an essay?

2 Complete this outline plan with notes about the article

OUTLINE PLAN FOR A MAGAZINE ARTICLE
Title: A country life for me!
Introduction: Why people move to cities
My view: the country life has many advantages

Main points:
1 Earn less money in countryside, but money not so important.
Supporting points:
a Countryside: you don't need as much money as in town: own land, house, well
b City: you have to pay for everything

2 _____
Supporting points
a _____
b _____
c _____

3 _____
Supporting points
a _____
b _____
c _____

Conclusion:
My opinion _____

- 3 The article expresses the writer's opinion in a fairly informal way, so he comes across as an individual. With your partner, pick out expressions Dawit uses to put forward his opinion. In what way are they different from the kind of language used in a more formal essay?
- 4 In this unit we have discussed the importance of education for girls. Using the ideas you have come up with in your discussions, and any other of your own ideas, write an article for *A Point of View* arguing that Ethiopia needs more educated women to help run the country.

Follow these steps:

Step 1: Brainstorm ideas

Make notes of some ideas to include in your article.

Step 2: Select your points

It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.

Step 3: Make a plan

- a** Copy the outline into your exercise book.
- b** Begin by listing the main points and supporting points that you are going to make for and against.
- c** Think about how you are going to introduce the topic of your article. You need a sentence or two about the situation of women today, to begin your essay. Note this is a magazine article not a formal essay, so you can begin in a lively way, for example with a question.
- d** Now think about how you are going to conclude your essay. You should restate your opinion and offer some advice to girls who are struggling at school.

Step 4: Write your article

Once you have written your plan, you can write your first draft. Use the article “A country life for me” as a model. As it is a magazine article it can include expressions of your personal opinion. Don’t forget to give your article a title.

Step 5: Check and edit your article

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your article critically

Make any changes they suggest, if you agree with them!

Step 7: Write a neat, final version of your article

Make it look like a magazine article by writing it in columns or adding a picture (you could cut out a newspaper photograph of a famous woman with a career).

**B2.8 Reading: Studying on your own**

1 Work in a small group or with a partner and discuss your answers to these questions. Discuss them honestly and also comment on how effective you think your choices are.

- 1** When you are studying outside class on your own (doing independent study), what do you do?
- 2** How much time every day do you spend doing independent study?
- 3** When do you do independent study?
- 4** Where do you do your independent study?
- 5** Do you study alone or with someone else?

This is what a student called Bekele said:

I study in the evening from about 8pm to 10pm. I usually do it in the living room with my family around me. Actually it’s not a good place, it’s noisy and I’m often interrupted, but it’s the only room in the house with a table.

2 Now read this text. As you read, underline any words or expressions which are new to you.

How can you become an effective independent learner?

The most intelligent student in the class is not necessarily the most successful. Intelligence is not an issue by the time you get to Grade 11. You have already proved that you are intelligent enough to succeed in senior secondary school and beyond. Whether or not you succeed depends now on how *effectively* you study. Effective independent learning is a life skill that you can use throughout your life: it will help you to achieve your goals.

In class

Of course you go to school every day and attend your classes: that is the basic minimum. If you miss class, you miss important work and catching up is difficult. In class you participate actively in the lesson: listening to your teacher and the contributions of other students; trying to understand the topic, asking questions, answering questions.

In your own time: independent study

In senior secondary school, going to class is not enough. You also have to study independently. Many students find this difficult, so it is a good idea to think carefully about what you should be doing and how you organise your independent study.

1 What do you do in independent study time?**Homework set by your teachers**

You may have a chapter to read in preparation for your next lesson, you may have an essay to write, or some exercises from your textbook to do. It is important to do your homework. If you don't do your homework it is your problem, not your teacher's: you are the one who will suffer. If you do it, you will keep up with the work and the marks you are given will give you useful feedback about your progress.

A review of your lessons

- read through your notes and the relevant sections of your textbook
- add new words to your vocabulary notebook
- redo exercises on points you still don't understand.

Private study

- do extra exercises from another textbook (borrow one from the library) on a topic you are studying, or one you have already studied which you still don't understand
- do some reading. Read chapters in your textbook, read chapters in other books on the topic you are studying. Reading is the most effective way of increasing your knowledge of your subject and improving your English. Have a dictionary nearby when you read so you can look up some new words
- focus on the language areas you need to improve to achieve your goals (look back at A2.16).

2 How much time should you allow for independent study?

Discuss with your teacher how much time you should spend on your homework per week. In Grade 11 it may be 2 hours per day, or 10 hours per week. However, in order to gain the maximum from your course, you should aim to do a few hours more for reviewing your lessons and private study. This may be another 5–10 hours per week. Whenever you study, set a realistic time limit for how much you are going to do each day. Note: when it comes to exam time you may have to increase your study time.

3 When do you do your independent study?**What are the options?**

- Get up early and do a couple of hours of study before you go to school.
- After your classes. When you finish classes for the day, you could go straight to the library. Or perhaps you prefer to go home and study there as soon as you get home.
- In the evening, after your meal. However, don't leave it too late.
- At weekends: Limit your study time at weekends. Allocate specific times e.g. on Saturday afternoon and Sunday morning when you are going to study. Otherwise use the weekend for relaxing, doing some sport or family duties.
- Moments during the day when you have a little spare time, e.g. on the bus going to school, during the lunch break.

4 Where do you study?

An effective place to study is where you feel motivated to study and where you can study effectively. Some people find the library is a good place to study, if it is open after school. At home you need to find a space you can call your own to keep your books and not be disturbed as you study. The best place may be your bedroom. Trying to study in the living room with the

family around you is far from ideal. You may have to discuss this matter with other members of your family so that they understand and respect your need for a quiet space.

If possible you need a table where you can keep your books and study materials safely. If that is not possible, keep them on a shelf, or even in a cardboard box. Don't leave them all over the house. If you don't have a table, sit on your bed and use a piece of wood to rest your books on.

5 Who do you study with?

Is it better to study alone or with someone else? Studying can be a lonely occupation, but if you try to study with a friend, you may spend more time chatting than studying.

There are occasions when it is helpful to study with someone else:

- to discuss a text you have both read
- to discuss a new topic you don't understand very well
- to test each other, e.g. reviewing a unit in your text book.

If you do study with someone else, set a time limit and plan to do something fun afterwards

6 What resources do you have to help you study?

At school you have:

- your teachers, who give you all kinds of information and help
- your classmates, which can help you in many different ways too
- books: this text book, any other books your teacher gives you, maybe you also have a school library which has all kinds of books in English such as dictionaries, grammar books, novels and encyclopaedias.

At home too, you may have some books.

You may also have access to the Internet:

- at school
- at home
- at an Internet café.

In many schools there is an English club, where you can:

- talk in English
- watch films or listen to music
- put on plays.

There may be many other ways in which you can use and improve your English.

3 In your group, discuss the following.

- 1** Any words or expressions you have underlined
- 2** Do you already study in any of the ways suggested?
- 3** Are there some ideas here that can help you?
- 4** Are there any ideas that would not help you?

B2.9 Study skills: Becoming an effective independent learner

After reading the text above, Bekele made this table about effective independent learning. Look at what he wrote about how he needs to change and decide if you think it is: a) realistic b) too challenging c) too easy

	What I do at the moment	What I need to do to change
What I do when I study – Homework – Review my lessons – Private study	Yes Sometimes No	<i>I need to review my lessons regularly and I need to do some private study of topics which I don't understand very well.</i>
How much time I spend on independent study – Each day – At weekends	About 2 hours Nothing	<i>I need to increase my study time so that I can review my lesson and do some private study. I should do 3–4 hours a day and 3–4 hours at weekends too.</i>
When I study	<i>Before I go to bed. After school there is an hour before my bus leaves</i>	<i>I need to add some extra study time. I could get up at 4 a.m. and study for 2 hours or more before going to school. Good.</i>
Where I study	<i>In the living room</i>	<i>I need a better place to study: I'm going to ask my brother to help me find a piece of wood I can use to study in my bedroom.</i>
Who I study with	<i>Usually alone Sometimes with a friend</i>	<i>This is okay.</i>
Additional study resources I have access to (besides teachers, classmates and textbooks)	<i>At home I have a dictionary and some English magazines I have collected I sometimes go to an Internet cafe</i>	<i>I could also listen to the radio and watch films sometimes. I need to read magazines regularly either in print or online. I could also borrow books from the school library. We could form a Grade 11 English club and meet every week to watch a film on DVD and then talk about it, for example.</i>

1 Copy the table (without Bekele's comments) and complete it for yourself. Look at your partner's table. Discuss what your partner has written critically.

Say whether he or she is being;

- realistic (s / he should be able to meet these expectations and if so, will make good progress)
- too challenging (his / her expectations are too high: s / he will find them too difficult to meet)
- not challenging enough (his / her expectations are too low: s / he needs to work harder).

2 Make any changes you need to your table to make it more realistic. Be ready to report what you have decided to the class.

B2.10 Assessment

1 Writing

Your teacher will assess the informal letter to a friend you wrote in A2.9.

2 Reading

In 1967 former president Julius Nyerere of Tanzania made an important speech known as 'The Arusha Declaration'. In part of this speech he called for education systems in Africa to change to enable individuals, African nations and the African continent in general to be more self-reliant and less dependent on others.

Your teacher will give you an extract from President Nyerere's speech. Read it and then do these two tasks.

1 True or false?

- a Nyerere wanted Africans to depend less on outsiders.
- b Society cannot move forward without education.
- c Schools should teach only practical skills.
- d There should not be a relationship between the amount of knowledge one has and the amount one earns.
- e Modern technology has no place in Africa.
- f Some well-educated African people do not value their own society enough.

2 The words in the box are taken from the text. Use them to complete the sentences. Note: you must change the form of some of the words.

domination liberation monetary value commodity
imbalance advances integrate adopted

- a The African continent was _____ from European imperialism in the second half of the 20th century.
- b Many _____ are exported from Africa to other parts of the world.
- c There were _____ systems of government in many parts of Africa before Europeans arrived.
- d There is an _____ between the amount of time I spend studying and being with my friends.
- e The government is trying to achieve the _____ of all sections of society into the education system.
- f Many countries in Africa were _____ by European powers for centuries.
- g Although my ring is of little _____, it is precious to me as it was my mother's.
- h The _____ of a new official school song has been agreed by the staff and students.