

Objective

In this unit, you will be able to give information about issues concerning education in Ethiopia.

A Listening and speaking

LESSON ONE

Group discussion

Activity 1

Describe what you can see in the picture below.



Exercise 1: Answer these questions.

1. What do you like most about going to school?
2. Why should all the children be educated?

Listening practice

Activity 2

Your teacher will read a short passage about a girl called Zeituna. She endured many challenges to complete university education. Listen to it carefully.

Exercise 2: Answer these questions.

1. What was Zeituna's childhood wish?
2. Why were her parents right to support her education?
3. What challenges did Zeituna endure in the course of studying?
4. How do you think your education can benefit the Ethiopian people?
5. What is your opinion on **education for all** in your country?

LESSON TWO**Grammar****Past simple tense****Activity**

Study the table below about what happened in the past and what happens in the present. Which sentences are true to you? Why?

A	B
Many girls lost their chance to go to school.	Many girls lose their chance to go to school.
Education was regarded as the key to Ethiopian economy.	Education is regarded as the key to Ethiopian economy.
Women lived in the village.	Women live in the village.
Parents bought books for their children.	Parents buy books for their children.
The students who emerged best were rewarded with bursaries.	The students who emerge best are rewarded with bursaries.
All the children went to school.	All the children go to school.

Exercise 1: Read the story below and identify the verbs.

The other day as my father was driving me to school, he happened to pull up behind a young driver. He followed her for a few metres and since the road was crowded, he could not overtake her. He then noticed that her indicator signalled for the right turn while her arm was stretched out to signal for a left turn. He waited for her next move. She went straight ahead.

Exercise 2: Which of the verbs are in past simple tense form? Draw a table to show the regular and irregular verbs.

Exercise 3: Find the past simple tense of the following verbs from the story.

happen	_____	notice	_____	wait	_____
can't	_____	approach	_____	be	_____
go	_____	follow	_____		

Exercise 4: Form questions from the sentences below.

1. What _____? He happened to pull up behind a young driver.
2. When _____? The other day.
3. How _____? He followed her for a few metres.
4. Why _____? The road was crowded.
5. Where _____? She went straight ahead.

Exercise 5: Change these sentences from past simple tense to present simple tense. Do the work in your exercise book.

Example: Alemtsehay **thought** about her lost son.
Alemtsehay **thinks** about her lost son.

1. The health officer shot all the stray/wild dogs.
2. Mehiret wound her watch.
3. We bought chicken from the supermarket.
4. Shafi ground the millet for the lunch meal.
5. The baby woke up early.

LESSON THREE**Using: because of, as a result and therefore****Activity 1**

In groups of three, study the table below and form meaningful sentences using the phrases and words in the middle column.

She was married off at thirteen.	therefore	poor sanitation in the village.
She developed health problems.	as a result	she had a baby at thirteen.
She was not protected.	because	she had no other option.
She had no access to medical care.	because of	she was more likely to get HIV.

Exercise 1: From the above table, identify sentences that indicate causes and those which indicate effects.

Exercise 2: Complete the following sentences using **because of**, **as a result** or **therefore**.

- The students were proud to have uniforms. _____ they were happy to go to school.
- _____ they learned about the value of sanitation, they improved their village's hygienic conditions.
- Some students became respected business owners. _____ they were invited to serve as community representatives.

Exercise 3: Complete the following sentences with the appropriate choice.

- Every year parents send their children to school because
 - there are many schools.
 - they are aware of the value of school.
- The parents do not send their children to school. Therefore,
 - some children are out of school.
 - children engage in jobs to earn a living.
- Several women studied and became doctors. As a result _____
 - they wanted to be popular.
 - they helped the people in their community.

Activity 2

With a partner, discuss the challenges that force children to drop out of school. Suggest measures through which these challenges can be overcome.

LESSON FOUR**Using: should / ought to / must****Activity 1**

Read the following challenges and match them with the relevant advice.

Challenges:

1. My uncle is going to find his 14-year old daughter a husband. What should I do?
2. Some students are destroying our school property.
3. I have little homework but I want to play now.

Advice:

1. You ought to have a programme. Don't postpone work to tomorrow.
2. You must stop that. I think it is a serious problem.
3. You should report to people concerned. They will take measures.

Which advice expresses strong obligations and which one expresses a suggestion. Which one expresses simple advice?

Suggest another piece of advice you would offer to the above challenges.

Activity 2

The following is a result of a discussion among community elders in a village. In groups of four, identify the outcome of the discussion. In complete sentences, write the most important points that were talked about.

1. giving equal opportunities to boys and girls.
2. assisting girls to attain good education.
3. encouraging boys to participate in household chores.
4. stopping early marriages.
5. Sending all children to school.

Exercise 1: Change the above phrases into sentences using **should**, **must** and **ought to**.

Example: Every family with children **should** send them to school.

Exercise 2: Change the sentences you have written above. Use **because** and **as a result**.

Example: Every family with children should send them to school. As a result, many families will be educated.

Grammar highlight

'Modal verbs **should** and **ought to** show obligation to do something.

Example: You **should** carry all books to school.

You **ought to** be obedient to everybody.

Must is used for ordering someone to do or not to do something.

Example: You **must not** jump over the school fence.

LESSON FIVE

Using: I think ... will ...

Activity 1

Talk about the education system in Ethiopia in terms of school facilities, school fees, development and healthy programmes.

Exercise 1: Answer your partner's questions in complete sentences.

Example: Do you think that education in Ethiopia will improve the people's standard of living?

Yes, education in Ethiopia will improve the people's standard of living.

Use **will**, if you agree and **will not** if you disagree. Write the exercise in full sentences.

1. Do you think there will be enough facilities to cater for both boys and girls?
2. Do you think poor parents will lose the wealth they receive from early marriages?
3. Do you think school textbooks will be affordable?
4. Do you think poor parents will afford educating their children?
5. Do you think acquiring computer knowledge will improve accessibility to information?
6. Do you think we will forget our mother tongue when we learn English?

Exercise 2: Use ... **will** ... or ... **will not** ... to complete the sentences in your exercise book. Share your work with a partner.

1. The teacher gave us many assignments. I _____ be able to complete them in an hour.
2. I _____ see you when I get time. I have some work to complete.
3. Lapiso _____ be able to see you after school. He is going for a football match.
4. I _____ see you tomorrow at three o'clock.
5. She _____ be able to attend school this week. She is sick.
6. The books _____ help us a great deal if we read them.
7. Our English teacher _____ deliver the news. He is a dependable man.
8. I _____ go to bed now unless I feel sleepy.
9. The director said the boys who beat up the girl _____ be suspended.
10. When _____ you visit our new dormitory?

Activity 2

Share with a partner. What advice would you give to a friend who wants to perform well in school?

Grammar highlight

*The structure; **I think ... will ...** shows things that one will do or things that will happen in future.*

Example: *I think all school going children will be able to use a computer in future.*

B Reading

LESSON SIX

Comprehension

Activity

In groups of three, discuss these questions.

1. What is the boy in the picture doing?
2. Why do you think he is doing this kind of work?
3. Why do students drop out of school?
4. Do you know of anyone that dropped out of school?
5. What should be done to prevent children from dropping out of school?



Read the passage.

A boy who loved school

Degefu a Grade 8 student loved going to school. He always dreamt of the good things he would do in future if he completed school. His father was a farmer and his mother was a housewife. Unfortunately, Degefu's father got a **strange** illness. He developed a cough, an itchy rash on his body and he grew thin day by day.

At the end of term, Degefu **emerged** the best in his class. On receiving his report card, he ran home excitedly to deliver the good news to his parents. When he got there, he was surprised to find a large **gathering**. All faces turned to him in **sympathy**. He entered the house wondering what the matter was and that was when he discovered that his father had passed away.

Degefu was in a **dilemma**. He **contemplated** how he would continue going to school without the support of his father. Suddenly, he realised that hard times lay ahead. His mother did not have the money to support him and his siblings. Degefu dropped out of school and took up farming like his father had done. Over the years, he managed to

grow and sell cotton. He now operates a shop which he opened up using his savings from growing and selling his cotton.

Exercise 1: Answer the questions below in complete sentences.

1. Why did Degefu love school?
2. What did Degefu's mother do?
3. Describe the signs of Degefu's father's illness.
4. How did Degefu perform in school?
5. Why did the people turn their faces to Degefu in sympathy?
6. Why did Degefu stop going to school?
7. What did Degefu do to live a profitable life?

Exercise 2: List ten verbs in the past simple tense from the passage and use them in sentences. Do the work in your exercise book.

Exercise 3: Rearrange the letters to make correct words.

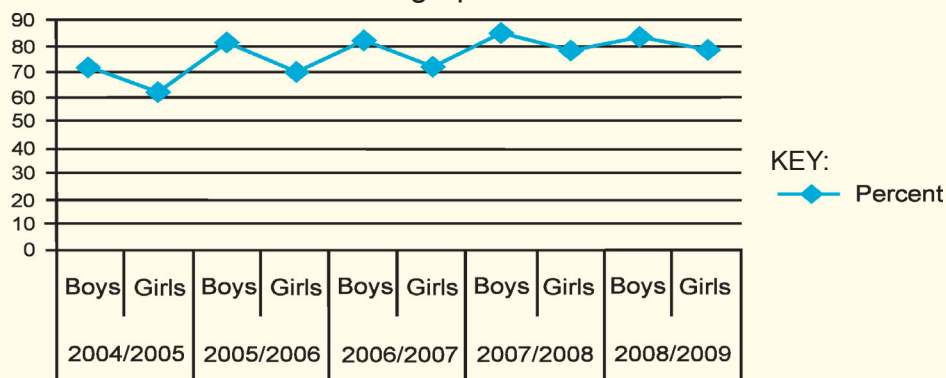
sisonap = p..... thypamsy = s..... ringthega = g.....
 datetleponc = c..... gerdeme = e..... mamedil = d.....

LESSON SEVEN

Graph interpretation

Activity

Study the graph below. It shows the steady increase in Net Enrollment Rate (NER) from 2004/05 to 2008/09 for Primary Grades 1- 8. Indicate whether the statements below are TRUE or FALSE about the graph.



Exercise 1: Use the graph and answer TRUE if the statement is correct and FALSE if the statement is incorrect.

1. In 2004/5 girls' enrollment rate for primary grades was higher than boys' enrollment in 2006/7.
2. 2006/7 enrollment rates of boys and girls for primary grades was 83.0%.
3. The above graph shows the Net Enrollment Rate of each region.
4. One can see that there is a gap of enrollment rate for primary grades in boys and girls.
5. The graph shows the Net Enrollment Rate from 2004/5 to 2008/9.

Exercise 2: Based on the information in the graph above, complete the paragraph below. Use the key words provided in the box below. Do the work in your exercise book.

2009, enrollment, years, slightly, Net Enrollment Rate, percentage

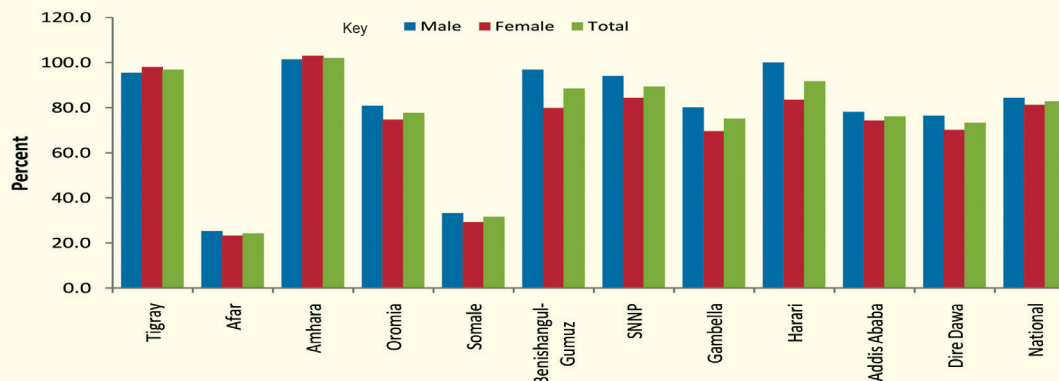
The graph shows _____ for primary grades 1 - 8. In _____ there was better _____ than the previous _____. Girls' enrollment in all the years is _____ lower than the boys' enrollment. The _____ of girls' enrollment was high in the years 2008/2009.

LESSON EIGHT

Graph interpretation

Activity

Study the graph below about Grade 1 - 8 Net Enrolment Rate by region and gender, 2001 E.C. (2008/2009) with a partner.



SOURCE: Education Statistics Annual Abstract MOE (2010 E.C.)

Exercise 1: Use the graph below and answer **I agree** if the statement is correct or **I disagree** if the statement is wrong.

1. It is in two regions; Amhara and Tigray that the Girls' Net Enrolment Rate (NER) exceeds that of boys.
2. The total NER is highest in Harari.
3. Afar has the lowest total Net Enrolment Rate.
4. The total Net Enrolment Rate for Oromia and Dire Dawa is 151.3%.
5. The ratio suggests that the total percentage of Net Enrolment Rate of girls is greater than the boys' Net Enrolment Rate in 2001 EC 2008/9.

Exercise 2: Based on the information in the graph, complete the paragraph in your exercise book. Use the words provided below.

gender, Amhara, Afar, exceeds, 24.4%, Grade 1 - 8

The graph on page 56 is about _____ primary Net Enrollment Rate (NER) by region and _____. The number of males _____ that of females apart from Tigray and _____. In all the regions, the percentage NER of _____ was lowest with _____.

LESSON NINE

Comprehension

Activity

Give information about the following.

1. What do you know about the educational system in Ethiopia?
2. What would you like to study when you complete grade 10?
3. Do you think TVET programmes are good for a country like Ethiopia? Give reasons for your view.

Read the passage below and answer the questions that follow.

Technical and Vocational Education and Training

Ethiopia is committed to participating in the **competitive** global market economy with a poverty reduction policy. This requires technical and professional citizens trained in the *ability to learn* and in specific **occupations**. Hence Technical and Vocational

Education and Training (TVET) is **geared** towards enhancing the competitiveness of all economic sectors through a **competent workforce** and towards improving people's **employability** in the labour market and with regard to self employment. Ethiopia is putting in place, in part via TVET, a comprehensive human resource development programme.

As General Secondary Education (Grades 9-10) has expanded (at over 20% per year on average) there has been increased demand for secondary places at the next level. To meet this demand, Technical and Vocational Education and Training Institutions have increased in number and the training areas have been **diversified**. TVET enrollment is expanding at 21.3% annually and staff and schools are increasing at almost the same rate. TVET provides training on market-oriented programs based on the industry demand to various target groups such as graduates of grade 10 as well as school leavers, people who are in employment, school dropouts and marginalised groups in the labour market.

The total **enrollment** in TVET in 2004/05 was only 106,336. As of 2008/09, enrollment had increased to 308,501. A fraction of the enrollment of students in the secondary level at the moment exceeds the size of the Preparatory Programme. In 2008/2009, female enrollment constituted 46.2% of total enrolment, indicating a relatively good gender balance at the national level.

SOURCE: Education statistics Annual Abstract MOE (2010 E.C.)

Exercise 1: Answer the following questions based on the passage. Do the work in your exercise books.

1. According to the passage, what is the main reason of having TVET in Ethiopia?
2. What kinds of training are being offered in TVETs?
3. Use the data given to make a table showing the enrollment in TVETs.
4. How has TVET improved the education system in Ethiopia?
5. Why do you think the female enrollment in TVET is lower than the male enrollment?

Exercise 2: In groups of three, refer to the passage to identify the words in bold. Find their meaning and then construct your own sentences with each of the words. Write the sentences in your exercise book.

- Examples:**
1. There are several **occupations** in the education sector like teaching, accounting and administration.
 2. The government is encouraging women back into the educational **work force**.

C Writing

LESSON TEN

Slogans about 'Education for all'

A **slogan** is a short phrase or sentence which is used to advertise something or express a belief.

- Examples:**
1. Educate a child; educate a nation.
 2. Disability is not inability.
 3. Education is the key to success.
 4. Determination and hard work lead to success.

The above slogans can be put on a poster like this

Education for all

Educate a child; educate a nation.
 Disability is not inability.
 Education is the key to success.
 Determination and hard work lead to success.

Activity

Prepare your own slogan on 'Education for all'. Compare your own slogans with those of other members of your class and put them on a poster.

Exercise: Rewrite the above slogans and those you have created using **should**, **must** and **ought to**.

Example: Educate a child, educate a nation.

1. In order to educate a nation, you need to educate a child.
2. You should educate a child to educate a nation.
3. You must educate a child to educate a nation.
4. You ought to educate a child in order to educate a nation.

LESSON ELEVEN**Friendly letters**

Have you ever written a letter to a friend? What were the important features of your letter? Read the letter from Boja to Ferede.

School of Tomorrow,
P.O. Box 44,
Addis Ababa
23rd July, 2011

Dear Ferede,

Friday night was the start of a fun-filled weekend. Meheret invited Tigist and I to her birthday party. You are the only person that missed it.

This Friday we plan to watch the party video. Afterwards we will go to the Lions Club where star singer Tilahun will be launching a new album.

Be sure to come. And bring along your cousin sister Jesmi.

Love,
Boja.

Exercise: Assume you are Ferede, write a letter to reply Boja. Compare your letters with your partner.