

# **Education in the World: Sequence I**

## **Education in the World:**

### **Sequence I: The Right to Education**

**Reading comprehension**

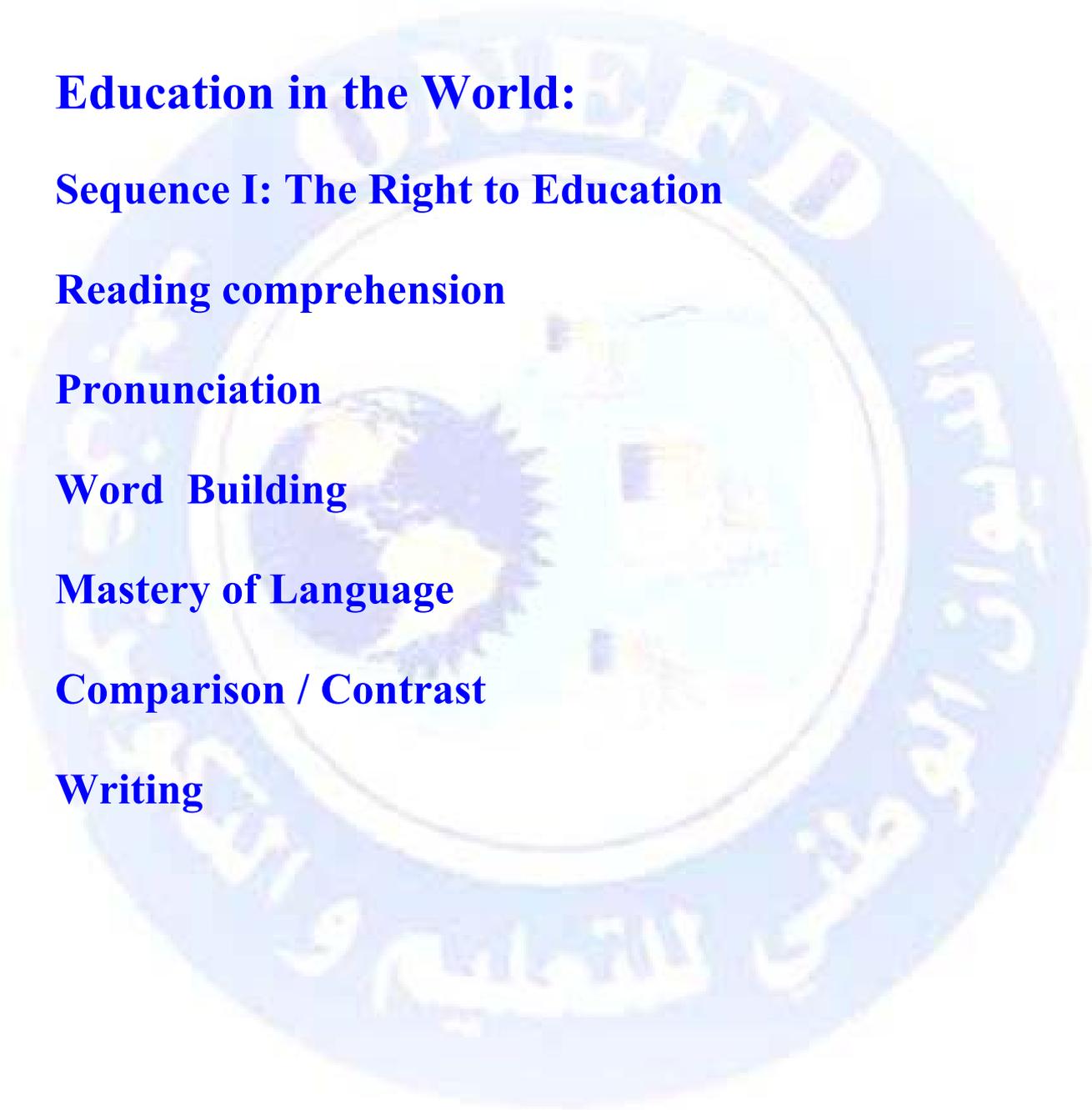
**Pronunciation**

**Word Building**

**Mastery of Language**

**Comparison / Contrast**

**Writing**



## Education in the World



*“The foundation of every state is the education of its youth. ”*

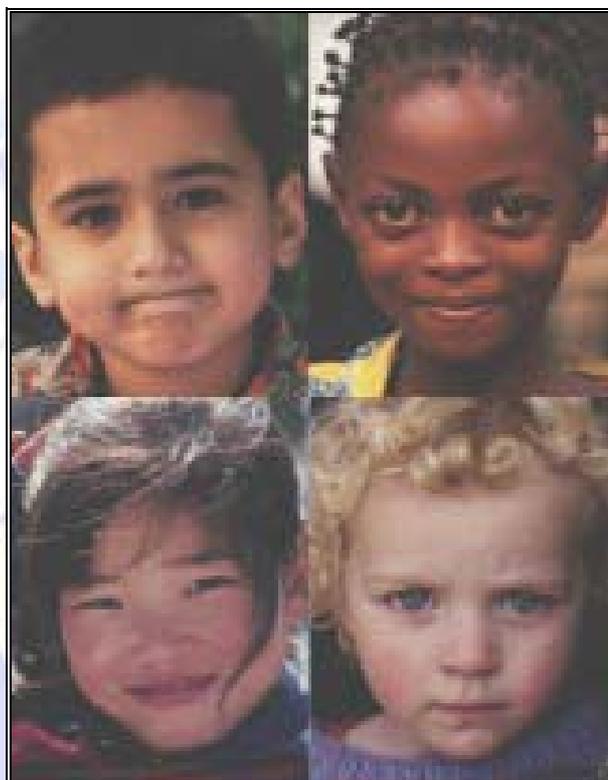
**Diogenes Laertius (ancient Greek philosophers` biographer)**

## Sequence I The Right to Education



جامعة القاهرة  
Cairo University

**A- Read about the Right to education and try to give your definition of the word ``education``.**



The right to education is a fundamental right. It is essential and indispensable for the exercise of all other human rights and for development.

“As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty, and obtain the means to participate fully in their communities.”

None of the civil, political, economic and social rights can be exercised by individuals unless they have received a certain minimum education.

**a- Make a list of all the words that education brings to your mind.**

.....

.....

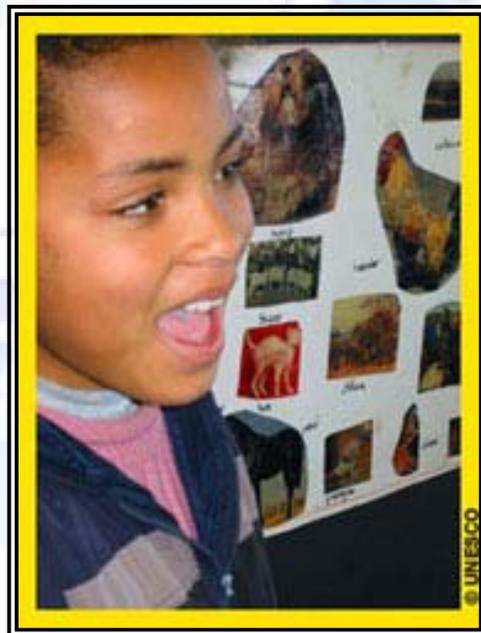
**b- What indicates that education is an empowerment right? gives individuals power?**

.....

.....

.....

.....



## A . Reading Comprehension

Read the following text then do the activities:

### Education in Great Britain



Great Britain doesn't have a written constitution so there are no constitutional provisions for education. The system of education is determined by the National Education Acts. Schools in England are supported from public funds paid to the local education authorities.

These authorities are responsible for organizing the schools in their areas. The features of public education in Britain show that in spite of most educational purposes, England and Wales are treated as one unit, though the system in Wales is different from that of England.

Scotland and Northern Ireland have their own educational systems. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained schools, but there is also a great number of public schools. Most pupils go to schools which offer free education, although fee-paying independent schools also play an important role.



The English school syllabus is divided into Arts /or Humanities/ and Sciences.

The National Education act in 1944 provided three stages of education; primary, secondary and further education. Everybody has a right to a school place for a child from 5 to 16, and a college place for him or her from 16 to 18. That means that education is compulsory from 5 to 16.

The National Curriculum which was introduced in 1944 sets out the subjects that children should study and the levels of achievement they should reach by the age of 7, 11, 14 and 16. They study various subjects and must be given religious education unless the parents decide otherwise



After young people reach 16, they have 4 main ``roads`` of their next life. They can leave the school, stay at school, move to a college as a full time student, combine part-time study with a job through the Youth Training Programme. But a growing number of students are staying on at school, until 18 or 19, the age of entry into higher education or university, polytechnics or colleges. Schools in Britain provide careers guidance. A careers advisor or careers officer helps students to decide what job they want to do and how they can achieve that.



During their process of education, the young people in Britain take exams. Since 1988, most sixteen-year-old have taken the GCSE (General Certificate of the secondary Education) in 5, 10 or 15 subjects. Pupils going on to higher education or professional training usually take ``A`` level examinations in 2 or 3 subjects.

These require two more years of study after GSCE. Others may choose vocational subjects: catering, tourism, secretariat, building skills.





**Activity 2:**

**Answer these questions according to the text:**

1- How do schools in England function?

.....

2- What characterizes the educational systems of England, Wales, Scotland and Northern Ireland?

.....

.....

3- What possibilities are offered to the students when they reach the age of 16?

.....

.....

4- What is the role of a career advisor?

.....

.....

**Activity 3:**

**Choose the best answer (a, b, c, or d) which can explain the following words:**

1. Funds are:

- a- missions    b- cheques    c- sums of money    d- loans

2. Purposes are:



## B. Pronunciation Spelling

### 1- Pronouncing -s endings

. The pronunciation of the final-s- depends on the sound that comes before the final-s (or es).

. Notice that -s endings include:

- noun plural ( e.g. Two girls)

- third person singular verbs ( e.g. She works)

- possessives ( e.g. Tom's house)

- and the short form of is or has

(E.g. He's ill / she's two children...)

.The final –s is pronounced /s/ after the sounds

/k/ books      /p/ tops      /t/ cuts

/f/ roofs      /θ/ baths

.It is pronounced /z/ after the vowels and the sounds:

/b/ robs      /d/ binds      /g/ dogs      /l/ balls

. It is pronounced /ɪz/ after the sounds :

/s/ buses      /z/ buzzes      /ʃ / washes

/tʃ / peaches      /dʒ/ lodges

### Activity 1:

**In each group, all the words except one have the same pronunciation at the end. Underline the odd one in each group.**

e.g.: sleeps    runs    taps    cooks    gets

1- the boy's room    begins    chooses    cars    meals

2- bridges    crosses    seems    watches    dances

3- industries    factories    it's cold    obtains    builds

4- barks    tips    coughs    spaces    cups

5- papers    rooms    dances    pens    rubbers

6- catches    punches    scars    touches    dodges

7- admires      insults      insures      disturbs      cities

**Activity 2:**

**Read this paragraph and classify the words in the table below according to the pronunciation of the final – s.**

**The uses of satellites**



There are **satellites** that carry **cameras** to take **photographs** of the Earth. We use these **photos** for making **maps**. We can also get information about **cities, villages, mountains, oceans, rivers, fields** and **trees**. We can even find out what **plants** are growing in the **fields**.

| /s/ | /z/ | /iz/ |
|-----|-----|------|
|     |     |      |

## C.WORD BUILDING

We form some adjectives with these suffixes:

**al**, **ible** and **ic**.

e.g. educationalal      responsible      economicic

### Activity 1:

**Add the appropriate suffix to each root to get an adjective:**

- |                    |                     |
|--------------------|---------------------|
| 1. access .....    | 6. anti .....       |
| 2. ration .....    | 7. nation .....     |
| 3. sensation ..... | 8. romant .....     |
| 4. plast .....     | 9. virtu .....      |
| 5. adverbi .....   | 10. sympathet ..... |

**Activity 2: - Match the adjectives in column A with their definitions in column B:**

| - A -            |      | - B -   |
|------------------|------|---|
| 1- accidental    | 1. d | a- that can be touched  |
| 2- antiseptic    | .... | b- deserving to be reproved   |
| 3- tangible      | .... | c- easily shaped or moulded   |
| 4- trivial       | .... | d- happening by chance  |
| 5- inaudible     | .... | e- preventing the growth of bacteria  |
| 6- plastic       | .... | f- of races of people and natural objects existing in a region from the earliest times. |
| 7- aboriginal    | .... | g- that cannot be heard   |
| 8. reprehensible | .... | h- of small value, superficial  |

## D. MASTERY OF LANGUAGE

### a- The Present Simple

Look at the verbs in these sentences.

Education **is** compulsory from 5 to 16.

Most pupils go to schools which **offer** free education.

They **don't pay** any fees and the local education authorities **get** money from public funds.

The verbs are in the ..... tense.

We form the negative with the:

auxiliary ..... or .....+ not + the..... of the verb.

When the verb is-be- (is/are), we form the negative with:

..... or .....+ not.

**Activity 1: - Rewrite these sentences into the negative using the information in brackets in place of the underlined word(s).**



1- The students take exams during their process of education. (jobs)  
The students .....

2- Education is compulsory in the developed countries (optional)  
Education .....

3- Students have the right to go on strike. (Policemen)  
Policemen .....

4- Schools in the United Kingdom provide careers guidance. (in Algeria)  
Schools .....

5- The local education authorities are responsible for organizing schools. (building).  
The local education authorities .....  
.....

**Activity 2 :**

**Put the verbs in brackets in the correct form.**



This scene ( not / take ) ..... place in England, but in the U.S.A.  
These people ( not / practise ) ..... tennis or golf; they  
practise stickball. ( You / know ) ..... stickball? It ( be / not )  
..... a professional sport. The players ( not / have )  
..... a coach and ( not / play )  
.....in a stadium, but on city streets.

**b – The passive in the present simple:**

**Look at these sentences and complete the rule below:**

**e.g.** The system of education **is determined** by the National Educational Acts.

Schools **are supported** by public funds.

Both sentences contain:

the auxiliary ..... + a .....

the auxiliary ..... is in the ..... tense.

Both sentences are in the passive.

**Activity 3: Rewrite these sentences in the passive.**



e.g.: They dispose of rubbish in a landfill.  
Rubbish is **disposed of** in a landfill.



1- They pick up the tea leaves in April.  
..... in April.



2- People consider Victoria Falls one of the seven natural wonders of the world.

..... one of the seven natural wonders of the world.



3- They keep animals in reservations in South Africa.

..... in reservations in South Africa.



4- The Drakenstein Mountains overlook the winelands in Cape Town.

.....



5- They organize elephant back safaris in reservations.

..... in reservations.



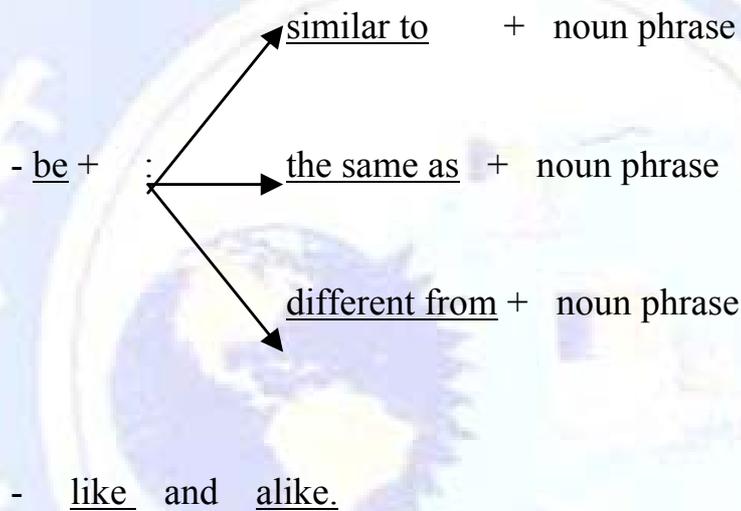
6- They refine oil before they export it.  
..... before it .....

Notice! The agent ( by + subject ) is not mentioned when  
the subject is: they, he, she, people or someone.

## E. Comparison / Contrast

### Keep in mind:

To show comparison / contrast, we use:



### Read these examples:

Catering is a vocational subject like tourism.

Catering and tourism are alike.

The curriculum in England is the same as the curriculum in Wales.

The system in Wales is different from that of England.

### Activity 4:

**Read the information below and write sentences comparing the educational system in Great Britain with that in France.**

| Great Britain  | France  |
|--|---|
| <b>Curriculum</b>  |   |
| <ul style="list-style-type: none"> <li>- different systems (Wales, England, Scotland ... )</li> <li>- schooling starts at the age of 5.</li> </ul> | <ul style="list-style-type: none"> <li>- identical curriculum for all French students.</li> <li>- schooling mandatory at the age of 6.</li> </ul> |
| <b>Streams</b>   |   |
| <ul style="list-style-type: none"> <li>- Arts of Humanities / Science</li> </ul>   | <ul style="list-style-type: none"> <li>Science/ Economy / “Lettres”</li> </ul>  |
| <b>Exams</b>   |   |
| <ul style="list-style-type: none"> <li>British “A” – Levels</li> </ul>   | <ul style="list-style-type: none"> <li>similar to the Baccalaureate examination</li> </ul>  |

## F. Writing

**Activity 1: - Reorder these sentences to write a coherent paragraph:**



- a-** But some years ago literacy centres were set up in villages and towns.
- b-** In the past, it was a shame and a scandal to send girls to school.
- c-** Rokia N'dugu, 54, a Tanzanian woman became literate only a few years ago.
- d-** Consequently, a lot of people attended evening classes and learnt reading and writing.
- e-** Only the boys had that privilege when their families could afford it.

.....

.....

.....

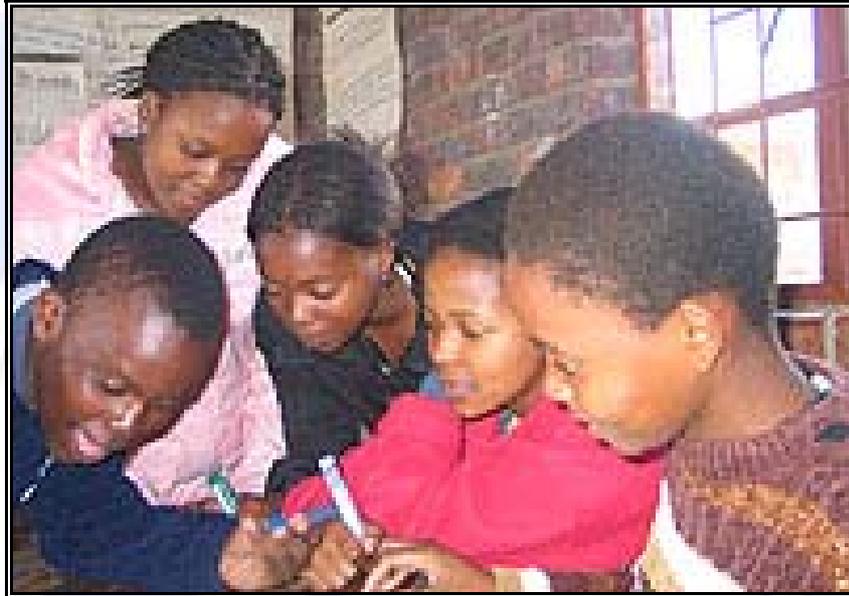
.....

.....

**Activity 2:**

**Write a composition on the following topic:**

What are the advantages of education in your opinion?



.....

.....

.....

.....

.....

### Activity 3

#### Comparatively speaking

What kids should learn in preschool?

Survey based on responses from Japanese, Chinese and American preschool teachers, parents and child-development specialists.

| <b>Qualities</b>          | <b>Japan</b> | <b>China</b> | <b>USA</b> |
|---------------------------|--------------|--------------|------------|
| - Perseverance            | 2%           | 13%          | 3%         |
| - Cooperation             | 30%          | 37%          | 32%        |
| - Concern of others       | 31%          | 4%           | 5%         |
| - Creativity              | 9%           | 17%          | 6%         |
| - Reading and math skills | 0%           | 6%           | 1%         |
| - Self-confidence         | 11%          | 6%           | 34%        |
| - Art, music and dance    | 0,3%         | 1%           | 1%         |
| - Communication skills    | 1%           | 4%           | 8%         |
| - Physical skills         | 0,3%         | 1%           | 1%         |
| - Health and hygiene      | 14%          | 11%          | 1%         |
| - Gentleness              | 0%           | 05           | 0%         |



**- What do you think children should learn in preschool?  
Rank five qualities from the list above.**

I personally think the five qualities children should

learn at school are .....

.....

.....

.....

.....

.....

.....