

## **Sequence IV**

### **Education in South Africa**

**Reading comprehension**

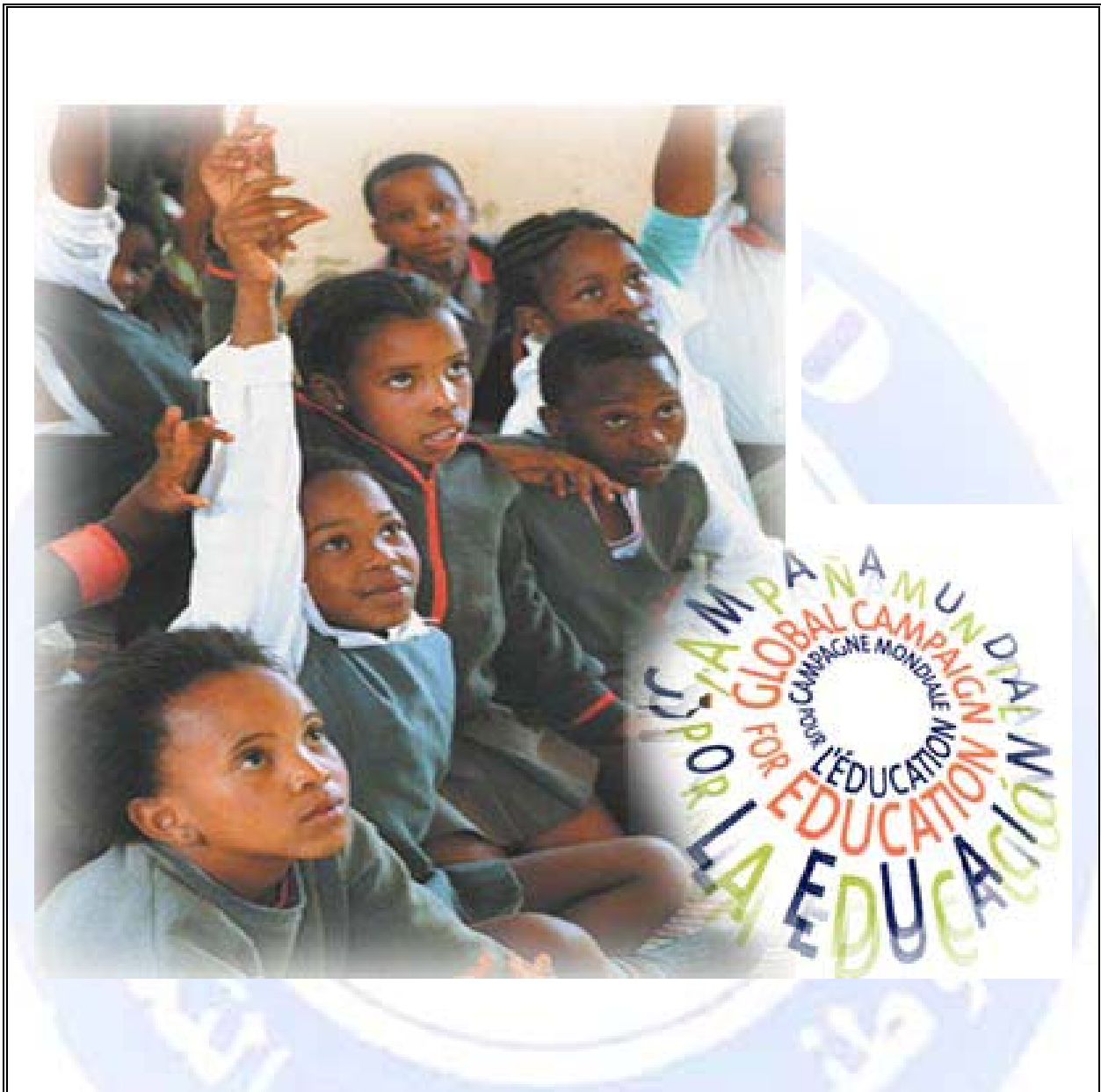
**Pronunciation**

**Word Building**

**Mastery of Language**

**Writing**





## **A- Reading comprehension:**

**Read this text carefully then do the activities.**

South Africa has 12 million learners, 366.000 teachers and about 28.000 schools including 1.000 private schools.

School life spans 13 years or grades – although the first year of education, grade 0 or “reception year” and the last three years (grade 10, 11 and grade 12 or “matric”) are not compulsory.



The educational system is characterized by diversity: schools and universities vary greatly in terms of quality, financial resources and size. Top quality schools and universities are to be found in both the state and the private education sector.

Most state schools are aided to some extent by the government that provides the minimum, and parents contribute to basics and extras in the form of school fees.

Private colleges and universities are a more recent phenomenon in the country unlike private schools which have existed for centuries.



For universities entrance, a matric “endorsement” is required. The higher education sector is vibrant with more than a million students, 21 public universities, 15 technikons and many colleges. All the universities and technikons are autonomous.

Education gets a big budget compared with most other countries. However, more money is always needed to address the backlogs left by 40 years of apartheid education, where money was pumped into white education at the expenses of black schools in the townships and rural areas.



The backlogs are immense: illiteracy rates are high, teachers in township schools are poorly trained and the matric pass rate remains low.



Redressing the resource imbalance, rebuilding the educational environment and retraining teachers is a slow and difficult process, but significant inroads have been made up to now.

**Difficult words:**

\***Apartheid:** racial segregation in South Africa.

\***Township:** area, suburb for houses of non- Europeans.

**Activity 1:**

**Answer the following questions**

1- What does “reception year” refer to?

.....

2- How do state schools function?

.....

3- Are private schools a recent phenomenon? Justify.

.....

4- What are the effects of apartheid education?

.....

5- List some of the solutions to improve the educational system.

.....

**Activity 2:**

**Match the words in A with their synonyms in B**

<b>A</b>		<b>B</b>
1- compulsory	.....	a- deal with
2- aid	.....	b- uneducated
3- need	.....	c- percentage
4- address	.....	d- obligatory
5- rate	.....	e- help
6- illiteracy	.....	f- require

**Activity 3:**

**Find in the text words whose definitions follow:**

a) - cover, extend across a period of time : .....

b) - that have the right of self government ; that is free to act:  
.....

## B- Phonetics: pronunciation

### 1- Syllable stress:

Each word has one syllable that is stressed more than the others.

With words from the same family (having the same root) , there is a shift: the syllable that is stressed in the verb is not always the same in the noun.

**Read column A and column B. Pay attention to the stressed syllable each time.**

A Verbs	B Nouns	A Verbs	B Nouns
evoke /i'vɒk/	evocation /evou'keɪʃ ən/	devastate /'devəsteɪt/	devastation deves'teɪʃ ən/
restore /ris'tɔ:z/	restoration /restə'reɪʃ ən/	reserve /ri'zə:v/	reservation /rezə'veɪʃ ən /
operate /'ɒpəreɪt /	operation /ɒ pə'reɪʃ ən/	personify /pə'sɒ :niʃ ai/	personification /pəsɒ nifi'keɪʃ ən/

### Activity 1:

**Complete each sentence with the correct word:**



1- He accepted our conditions without .....  
(reserve / reservation)

2- Harpagon in Moliere`s play “L`avare” .....  
avarice. (personifies / personification)

3- They couldn't ..... on him as he was very  
weak (operate / operation)

4- They are going to ..... the old castle that  
has fallen into ruin. (restore / restoration)

**Activity 2:**

- Find more pairs (verb / noun) where the  
stress shifts.

.....

.....

**Activity 3:**

- Can you deduce a rule? .....

.....

**2- Pairs that rhyme:**

- To rhyme means to put words that have the same  
sound at their end.

e.g.: hiccup and pick up  
word and bird

**Activity 4:**

- Which words in A rhyme with those in B?

A	keys	B
1. drink	.....	a) patch
2. puff	.....	b) peak
3. right	.....	c) date
4. catch	.....	d) shaft
5. liar	.....	e) rink
6. week	.....	f) bite
7. nurse	.....	g) buyer
8. draft	.....	h) rough
9. straight	.....	i) purse

## C- Word building

Some nouns are formed with

that denotes action or condition  
e.g.: devoted=> devotion

### Activity 1: Complete this table

Adjectives		Nouns
Fecund		Fecundation
.....		Initiation
.....		Repletion
.....		Inconsideration

Adjectives		Nouns
Pacific		.....
.....		Incorporation
Indignant		.....
.....		Federation

### Activity 2:

Find more pairs ( adjective – noun in tion)

.....

.....

## D- Mastery of language

### 1- Connectors

- Look at these sentences. The underlined words express:

- More money is always needed in order to address the terrible backlogs left by 40 years of apartheid education.

**purpose**

- School life spans 13 years although the first year, grade 0 and the last years, grade 10, 11 and 12 are not compulsory.

**concession**

- Many financial problems are facing the sector because of the failure of some provinces to manage their spending properly.

**cause**

- Private colleges and universities are a recent phenomenon unlike private schools which have been in existence here for centuries.

**contrast, opposition**

- The backlogs from apartheid education are immense.

As a result, illiteracy rates are high.

**consequence**

### Activity1:

Here is a list of structures to express cause, purpose and consequence.

Put them in the right column.

consequently – so as to – because – that’s why – as – thus – therefore – since –  
 in order to – so – because of – due to – as a result – so ... that ... -

Cause	Purpose	Consequence
- .....	- .....	- .....
- .....	- .....	- .....
- .....	- .....	- .....
- .....	- .....	- .....
- .....	- .....	- .....

**Activity 2:**

**Fill in the blanks with the appropriate connectors (cause, consequence or purpose) from activity 1.**

1- ..... I was late, I missed the train.

2- James is ..... clever ..... he finished first at the math exam.

3- I'm not a good cook; ..... I need you help.

4- ..... his laziness, he didn't pass his exam.

5- They didn't know the way. .... they got lost.

6- I worked a lot today ..... go to the cinema with my friends later.

**Activity 3:**

**Do you want to know more structures to write compound sentences?**

**- Here is a list of structures to express opposition and concession.**

**Classify them in the table below according to what they express. Use a dictionary if necessary.**

but – in spite of – although – unlike – whereas – contrary to – while - despite

Opposition	Concession
- .....	- .....
- .....	- .....
- .....	- .....
- .....	
- .....	

e.g.: - Cape Town is South Africa's legislative capital **while** / **whereas** Johannesburg is the country's economic capital.

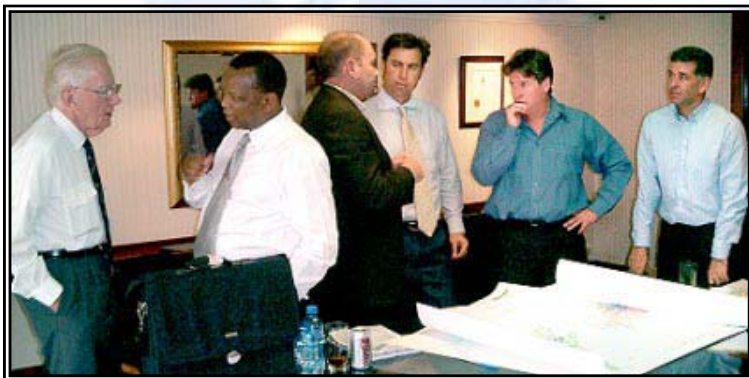


- **Unlike** Cape Town which is a perfect holiday destination,

Johannesburg is the most violent city in the country.



- **In spite of** strict prison sentences, crime has become an obsession.



**Although** racial inequality seems to have come to an end, the whites still control the economy.

**Activity 4:**

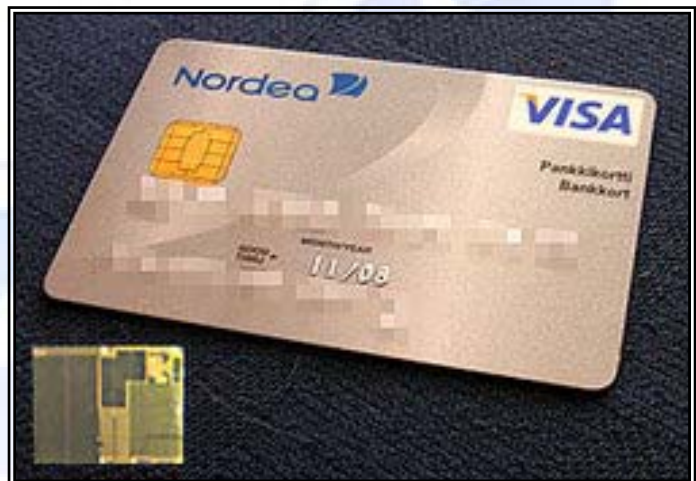
**Complete these sentences with a suitable connector:**

although – in order (not) – as – unlike – in spite of – therefore – so that –  
whereas –



1. He is picking up the fruit ..... they are ripe now.

2- I advise you to have a credit card .....  
..... to carry a lot of cash.







3- In the developed countries people eat too much

..... in the poor ones, they starve to death.



4 - Mr. King still does a lot of gardening ..... his old age.





5- .....  
Mark was seriously ill, he has recovered now and will soon leave hospital

6- More and more people are suffering from unemployment, ..... many of them have turned into beggars.





7- Many species are in danger. Man has to protect them ..... they won't disappear.



8- ..... a pirate, a corsair was authorized by the government of his country to rob on the high seas.

**2- Expressing necessity – obligation:**

Look at these examples:

- Students **must take** the UPSR at the end of primary education.
- All Muslim children in some Malaysian states **have to attend** religious schools.



## KEEP IN MIND:

➤ **Must** and **have to + infinitive** are used to express obligation or necessity **in the present**.

➤ To express obligation or necessity in **the past**, we use **had to + infinitive**.

e.g.: I didn't see the match as I **had to write** an assignment for my English teacher.

➤ To express absence of obligation / necessity, we use:

- ✓ **do / doesn't have to + infinitive**, or
- ✓ **needn't + infinitive in the present**.
- ✓ **didn't have to + infinitive in the past**.

➤ **MUSTN'T** is used to say:

- ✓ that it **is forbidden to do** something.
- ✓ It tells us about **prohibition**.

e.g.: Passengers **mustn't smoke** until the signs have been switched off.

## Activity 5:

Complete with **have to**, **mustn't** or **needn't**

- 1- Water is a vital element which is getting rare, so we ..... waste it.
- 2- Pupils ..... wear uniforms as it isn't compulsory.
- 3- You ..... tidy your room before you leave.

4- Now that you have lost your passport, you .....  
report it to the police.

5- Pupils ..... write in red which only teachers  
use to correct papers.

**Activity 6:**

**- Rewrite these sentences keeping the same  
meaning**

1- It is not necessary to take a taxi; it's not far from here.

You .....

2- It is forbidden to leave your seat when the plane is  
taking off.

You .....

3- It is necessary to switch off the fridge before cleaning it.

You .....

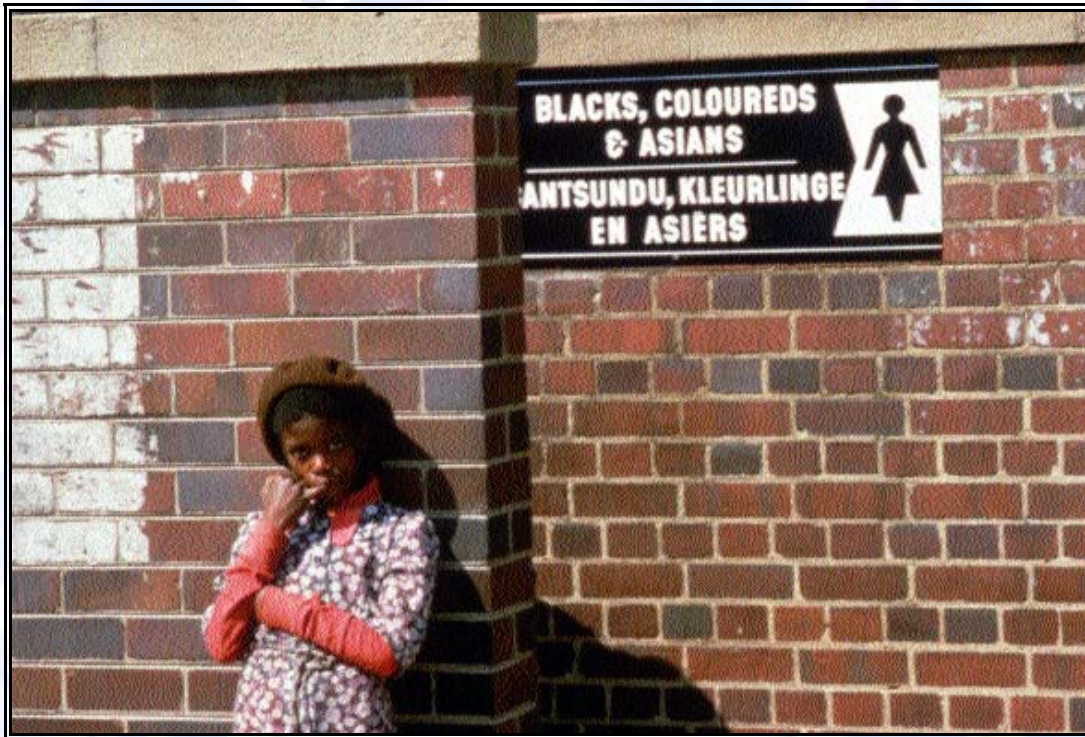
4- It is forbidden to throw rubbish everywhere.

You .....

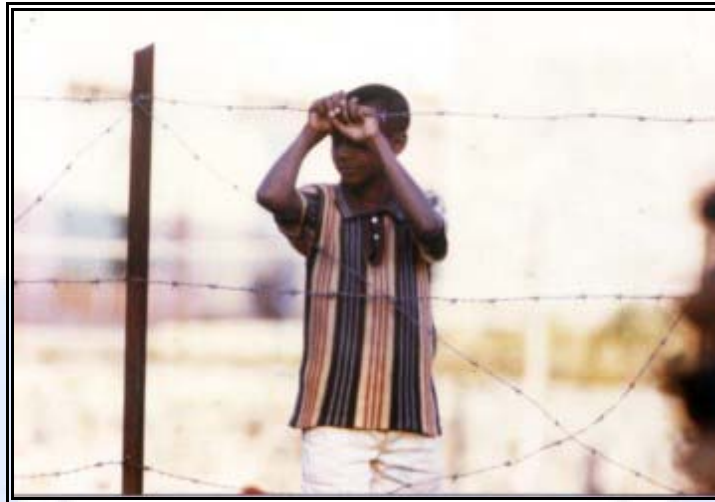
## E- Writing

### Activity 1:

Fill in each gap with the right connector expressing cause, consequence or purpose.



The Africans were denied their rights ..... the whites policy, apartheid ..... They were excluded from the society.

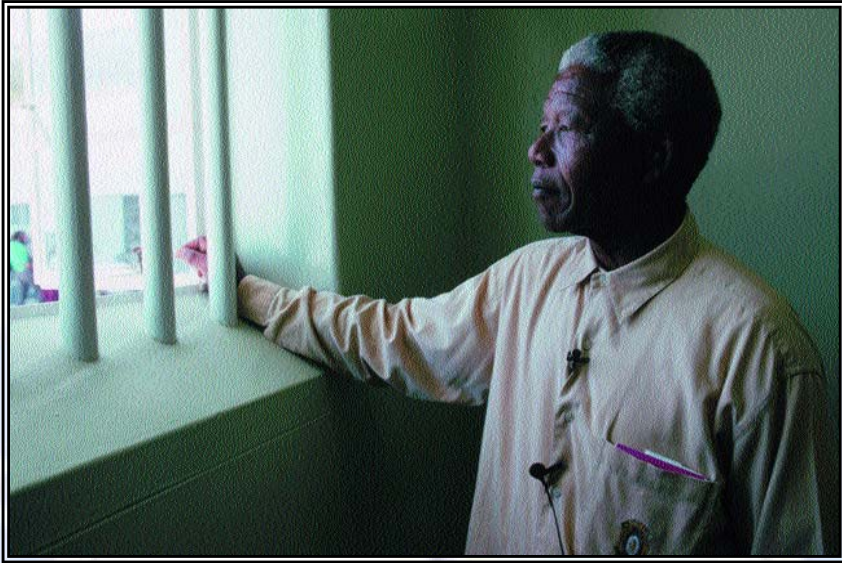


The African nation Congress (A.N.C.) organized demonstrations ..... fight apartheid.



The A.N.C. was banned in 1960, Nelson Mandela, its leader, was sentenced to life imprisonment. .... he was regarded as a threat; he spent 26 years in prison.



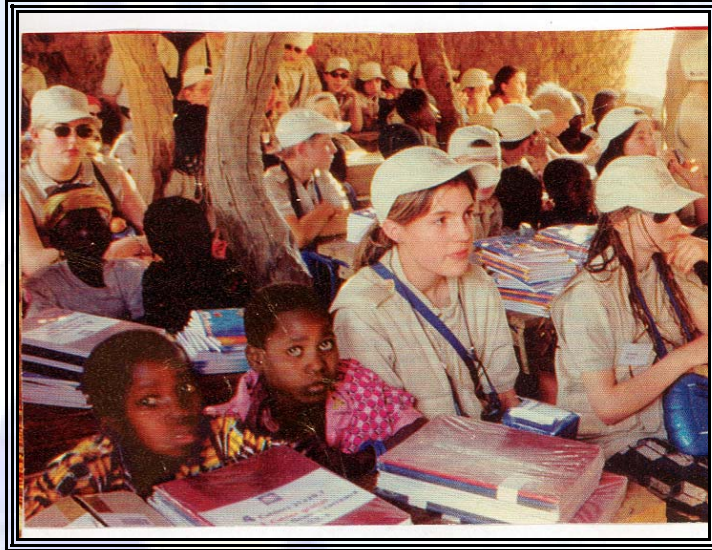


In 1990 he was released from prison. He was extremely popular; ..... he was elected president in July 1994 after apartheid had been abolished in South Africa.



## Activity 2:

**Look at this picture.**



These young girls and boys have participated in a competition organized by CORA supermarkets “Schools of the Desert”. They have travelled to some African countries (Mali, Burkina Fasso, Mauritania ...) to see what school life is for the young Africans.

## Activity 3:

**Read this dialogue, then answer the question.**

**Laura:** Would you rather send your children to a public or a private school?

**Kevin:** Mmm, I'd rather send them to a public school, I think.

**Laura:** Oh, why?

**Kevin:** Well, it's cheaper for one thing...

**Laura:** Yes, but do you think the teachers are as good as in the public schools.

**Kevin:** Oh, yeah, I went to a public high school, and I had very good teachers there.

**- Does Laura prefer public schools or private schools? Why?**

.....  
.....  
.....

**Activity 4:**

**Which do you prefer, public or private schools?**

**Justify your answer.**

.....  
.....  
.....

**Activity 5:**

**Write a composition to find the reasons, the effects and the purpose of such an action.**

