

PART ONE: READING (40%)

Read the text below and do all the activities that follow.

GIRLS' EDUCATION AT A CROSSROADS

1 The barriers that keep girls out of school are well known, and solutions for lifting them exist.
2 However, governments and donor agencies have focused primarily on increasing female access and
3 enrollment, with insufficient attention paid to the quality or relevance of education for girls or their
4 retention and achievement rates.

5 If primary school enrollment and completion rates are high, but the quality of education is
6 low, then "education has not conferred the skills and knowledge that are the source of the hoped-for
7 greater earnings, better health, and more engaged citizenship". Access, duration, and quality are all
8 critical variables in realizing educational benefits.

9 With most efforts focused on closing the primary school enrollment gap between girls and boys,
10 insufficient attention has been paid to the gender dynamics that affect children's larger participation
11 in school. The relationship between gender and educational inputs, such as curricula, textbooks,
12 pedagogy, and teacher training, are rarely made explicit. Similarly, the links among gender inequities,
13 inputs, and outcomes are not sufficiently acknowledged. An evaluation of a USAID-funded project in
14 Malawi revealed that the focus on getting girls into school, without addressing impediments in the
15 learning process, put girls at a disadvantage.

16 The evaluation revealed that wide perceptions of girls' failure or weaknesses in English hindered girls
17 in upper grades, where English was the medium of instruction. The study also indicated that girls had
18 been regularly characterized as "dull, second-rate students incapable of answering questions" and
19 boys were assigned high status tasks like timekeeping and ringing the school bell, whereas girls were
20 responsible for sweeping and arranging furniture. Although these issues are often overlooked in
21 education program policies and strategies, they contribute to reinforcing the gender gap in education.
22 To close this gap, governments and donor agencies must more effectively address the systemic
23 barriers to girls' educational success as an essential education strategy.

Adapted from EDUCATION FROM A GENDER EQUALITY PERSPECTIVE by USAID, May 2008

COMPREHENSION CHECK:

A. Vocabulary check

Find the words or expressions in the text that correspond to the following definitions. Write your answer like in the example: **11- contribute**

1. Diminishing. (Line 1)
2. Registration. (Line 3)
3. Weak. (Line 3)
4. Competences. (Line 6)
5. Distinction of people into male and female. (Line 10)
6. Results. (Line 13)
7. Delayed. (Line 16)
8. Unintelligent. (Line 18)
9. Given. (Line 19)
10. Ignored. (Line 21)
11. Participate. (Line 19)

B. Comprehension questions

Give short answers to the following questions:

1. What is the text about?
2. How have governments and donor agencies focused on increasing female access and enrollment?
3. What are the skills and knowledge that education can bring according to the text?
4. What are the factors in the text that favor educational advantages?
5. Give two examples of educational inputs in the text.
6. Are gender and educational input well explained?
7. What did USAID-funded project in Malawi show out?
8. What did hinder girls in upper grades?
9. How are girls characterized according to the study of USAID-funded project?
10. What tasks are given to boys and girls?

PART TWO: LANGUAGE IN USE (30%)

- A. Complete the newspaper story about a fire. Put in the **past simple forms** of the verbs. Write your answers like this: **11- found**

Two people died in a fire in Ellis Street, Oldport yesterday morning. They **1- (be)** Herbert and Molly Paynter, a couple in their seventies. The fire **2- (start)** at 3.20 am. A neighbour, Mr Aziz, **3- (see)** the flames and **4- (call)** the fire brigade. He also **5- (try)** to get into the house and rescue his neighbours, but the heat **6- (be)** too great. The fire brigade **7- (arrive)** in five minutes. Twenty fire-fighters **8- (fight)** the fire and finally **9- (bring)** it under control. Two fire fighters **10- (enter)** the burning building but **11- (find)** the couple dead.

- For each sentence, find the modal (s) that make the sentence both grammatically and semantically correct. Write your answers like in the example: **11-may**

It is an obligation for parents to send children to school. They (**must/can/will**) do it, otherwise they will be charged with children's right violation.

I have studied English for many years. Today I (**must/can/will**) speak it fluently.

He did not attend yesterday's meeting. Unbelievable! Something (**must/can/will**) be wrong with him.

I (**Should/shall/would**) like to urge you to consider our suggestions regarding the respect of our fundamental rights.

Are you being deprived of holidays? You (**should/shall/would**) rather write to the Labour Board.

(**must/may/should**) I use your computer, please?

Human rights violation (**can /should/must**) impair the building of a peaceful world.

German and Spanish are optional subjects. You (**will/must/may**) choose one or the other.

The rate of illiteracy (**Would/will/must**) be lower if governments applied the article 26 of the Universal Declaration of Human Rights.

If all human rights are respected the world (**will/would/must**) be peaceful.

In democracy you (**will/would/may**) protest whenever your rights are violated.

PART THREE: WRITING (30%)

Do only **one** of the following tasks.

TASK A

As a member of a NGO fighting for girls' education in your region, write a letter to the Ministry of Education to complain about the refusal of parents to send their girls to school. In your letter you may:

- Give some causes that push parents to refuse to send girls to school.
- Say why it is important for girls to go to school.

TASK B

In your area, women **are still suffering** because of discrimination; write an article to be published in your school magazine to denounce the non-respect of women's rights. In your article, you may:

- Give the reasons why women's rights are violated in your area.
- Say how women's rights are violated.
- Say what to do to end the violation of women's rights

"Where there is the will, there is the way"