EDUCATE ME

"KNOWLEDGE IS POWER"

EAE Learning objectives for this lesson

Review question forms and the verb DO and practice using them. Practice discussing various points in English to develop fluency. Practice your writing skills and



Activity One - Discussion - **ask and answer** with your teacher.

1. Where **did** you go to school?
2. Describe the style of education you had at school?
3. **Did** you get further education after high school?
4. How d**o** you work in education, what **do** you **do** at EPF?
5. **Do** you believe that continuing education is important for people who work?
6. **Do** you think that the methods of education used in France need to change?

Activity Two - **The Three R's.**

The three R's was a phrase invented in the late eighteenth century to describe a skills oriented education programme.It refers to three words with a strong 'R' sound - Reading, Writing and Arithmetic. The three words do not start with the letter 'R' but we hear the letter 'R'. This shows you that the STRONG sound or word is the one we hear. The Weak one is the one you don't hear. (The W in writing and the A in arithmetic). The weak and strong sounds are an important part of English speech. The Americans invented the Four 'R's - Reading, Writing, Arithmetic and Religion, for their education system.

- Which words do you think would describe the French education system?
- Which words describe the EPF system?

Activity Three - **Dos and Don'ts.**

The expression dos and don'ts is often used in education. It's a short way of saying "Things that you should and should not do". It is often used to describe a quick list of rules. Here is a list of ***Dos and Don'ts for preparing your lessons:***

- ☑ Do prepare each lesson plan by reviewing it before your lesson.
- ☑ Don't translate every word into French because we want you to learn to speak without always thinking in French.
- ☑ Do look up the key words in the dictionary.
- ☑ Do prepare the introductory questions. Try to use new words as you will be practicing these at the start of the lesson with your teacher.
- ☑ Do read your feedback after each lesson.
- ☑ Don't write down new vocabulary in alphabetical order, keep it in the context as this is how you will remember it.

Now - with your teacher **prepare your own list** of dos and don'ts for participating in English lessons.

Activity Four - **THE VERB *DO*** -- In English, we use the verb DO (DO, DOES, DONE, DID, etc.) in at least four different ways:

1. **As a verb** like other verbs: *Jeanette **did** her homework*
2. As a sign of **emphasis**: *I **did** learn the verbs.*
3. As a verb that can be placed in front of the subject **to form a question** or to which NOT can be attached **to form a negative statement**: *Do you want me to explain? Fred does not speak English.*
4. As a substitute **to avoid repetition** of another verb or verb phrase: *My sister needs English lessons and I do too. They didn't finish their tests, but I did. I take English lessons and so does she?*

***Now give* examples** of each use (1- 4).

Activity Five - **A Question of education .**

We use questions a lot in education because questioning learners in one way or another allows us to test their understanding and their knowledge.

✱ At EPF what are the different methods used to evaluate students?

The word DO is often used to make a question In English as we saw in activity Four. Here are the other question forms English.

We make questions by:

1: **moving an auxiliary to the front of the clause:**
You are learning
Are you learning?



2. **Moving a modal verb to the front of the clause:**
He will take English lessons.
Will he take English lessons?
He might take English lessons.
Might he take English lessons?
She would like to take lessons.
Would she like to take lessons?

3: The present simple and the past simple have no auxiliary. **We make questions by adding the auxiliary do/does** for the present simple or did for the past simple:
They laughed at the teachers joke.
Did they laugh at her joke?



Activity Six - **Twenty Questions.** With your teacher play twenty questions.
One of your has to ask questions (only questions which can be answered by YES or NO). The aim is to find out which famous person involved in education they are thinking about.

Let's see who guesses first! You will think about one of the people listed below and your teacher has to guess which person you are thinking of.

EINSTEIN, MALALA YOUSUFZAI, BLAISE PASCALE, HIPPOCRATES, JEAN JACQUES ROUSSEAU, RENE DESCARTES, PYTHAGORAS, ARCHIMEDES, NAPOLEON BONAPARTE.

Activity Seven - Dictation - Your teacher will dictate sections of this article. You must try to write them down correctly on the chat. So don't read the article, just listen and type! You will correct it section by section.

While science may change, the need for engineers remains a constant. Studying engineering is anything but easy, but the end results are profound: marketable knowledge and skills guaranteed to help you stand out from the crowd of job applicants.

As a graduate of an engineering program, you will be eligible to work in a number of different fields. While careers in the technical arena, such as project management, construction management, technical sales and information systems, are more obvious routes, many engineers pursue non-technical careers in fields such as finance, business, public policy, and architecture. Whichever direction you choose, engineering prepares you with lifelong skills, including innovation, problem solving, decision making, team working, project management and communication.

Ultimately, the same qualities that draw a student to study engineering are used throughout the engineering career. And because the field is always evolving, engineers have the opportunity to evolve along with it, remaining engaged in the quest for solutions in the rapidly changing world of technology. It's no surprise, then, that engineers report a remarkably high degree of job satisfaction.

While precious few would argue that engineering is an easy course of study, the vast majority would attest to its great worth -- both for the individual and society at large. Aspiring engineers should be prepared to work, study and embrace the challenges of coursework in this prestigious field. In return, they'll reap countless benefits -- and give back to society in the process -- as highly esteemed members of the workforce.

(Source masterstudies.Com)

Activity Eight - **Listening activity. Watch the video:**
https://www.ted.com/talks/joachim_horn_a_solution_for_building_a_generation_of_inventors

Joachim Horn - a solution for building a generation of inventors.
Listen to the first 2.10 minutes and answer the following questions:

1. What's the current problem with engineering according to Joachim Horn?
2. What does he think that we should use our creativity for?
3. What did he want to seek after his degree?
4. Who is coming up with new ideas every day?
5. What was missing from their ideas?
6. What does he want to offer to anyone with an idea?

* What do you think about the idea presented in this video and what kinds of fields to EPF graduates go into?
*

Activity Nine - **Education around the world.**
The contrasting opportunities for education and further education around the wold is remarkable. Let's observe these photos from the Guardian website and discuss what we see.

Let's compare the photos.

http://www.theguardian.com/education/gallery/2012/sep/14/schools-around-the-world-children

the guardian: Quiet at the back: classrooms around the world – in pictures

Activity Ten - Quotes about education

- Read the quotations about education on the next page.
- Choose your favorite and explain why you chose it.
- Use some these expressions to give your opinion and explain your **views on education**:

In my experience		
In my opinion		
To my mind	**Furthermore**	**On one hand**
It seems to me that	**Added to which**	**On the other hand**
Arguably		
Clearly	**However**	**All in all**
Obviously	**Therefore**	**Finally**
Basically		**In conclusion**
Ultimately		

A. “Education is the most powerful weapon which you can use to change the world.” **Nelson Mandela**

B. “The roots of education are bitter, but the fruit is sweet.” **Aristotle**

C. “An investment in knowledge pays the best interest” **Benjamin Franklin**

D. “Any man who reads too much and uses his own brain too little falls into lazy habits of thinking.” **Albert Einstein**

E. “He who opens a school door, closes a prison.” **Victor Hugo**

F. “I would rather entertain and hope that people learned something than educate people and hope that they were entertained. “ Walt Disney

G. “I child miseducated is a child lost”. **JFK**

H. “I cannot teach anybody anything, I can only make them think.” **Socrates**

I. “I had six honest serving men. They taught me all I knew. Their names were: Where, What, When, Why, How and Who.” **Rudyard Kipling**

J. “Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.” **Henry Ford**

