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# UNIT 2

# EDUCATION



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# IMPORTANT ?

**SB Page: 28**

## **INTRODUCTION**

***“LEARNING IS A TREASURE THAT  
FOLLOW ITS OWNER  
EVERYWHERE.”***

**Chinese Proverb**

# Talking Points

**1**

- What are some great things you have learned and how did you learn them.

**2**

- What is your idea of a good education?

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HOW IS A GOOD EDUCATION  
PROVIDED?

SB PAGE: 29  
INTRODUCTION



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**AN INTERVIEW WITH  
PRESIDENT OBAMA**  
SB page: 30- 34



**An Interview with President Obama**  
eleven year-old Damon Weaver from  
Pahokee in Florida takes the  
opportunity to raise issues that are  
close to his heart. Damon had already  
interviewed a number of prominent  
people in the United states. Pay  
attention to his interview techniques.

# Damon Weaver interviewing President OBAMA



Interview on  
13<sup>th</sup> August  
2009





# Wordpool

**Facilities-space or equipment  
necessary for doing something.**

**Funding-money provided, especially  
by an organization or government,  
for a particular purpose**

**Reform-improve**

**Constructive-productive**

# Questions

- 1. How would you describe the language used by Obama and Weaver?**
- 2. What are the key issues that Weaver raises and why do you think he chose those specific topics?**
- 3. Summarise Obama's key solutions. Do you think they will be effective.**



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Grammar  
Pronoun And Verb Contraction  
Revision WB Page: 10

### Contractions

Pronoun + Verb	Contraction
I am	I'm
He is	He's
It is	It's
You are	You're
They are	They're
I will/shall	I'll
You will	You'll
We would	We'd

# How do we learn in School?

**Some students do better than others at school and teachers and educators wonder why. Is the teacher ineffective, or in the school or the type of lessons inappropriate? What can be done to make learning exciting and interesting for all.**

**POEM**

# **Billy McBone**

**By Allan Ahlberg**

**SB Page: 35**

- **This poem is a humorous one about a student who is resistant to learning. It also says a lot about the relationship between teachers and students.**

# QUESTIONS

SB Page: 35

- 1. What is implied by the phrase 'a mind of his own'?

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- 2. What comment about education do you think the post is making?

# Poetry elements

**Writers use many elements to create their poems. These elements include:**

- **Rhythm**
- **Sound**
- **Imagery**
- **Form**



## Sound

**Writers love to use interesting sounds in their poems. After all, poems are meant to be heard. These sound devices include:**

- **Rhyme**
- **Repetition**
- **Alliteration**
- **Onomatopoeia**

## Rhyming Patterns

Poets can choose from a variety of different rhyming patterns.

- **AABB** – lines **1 & 2** rhyme and lines **3 & 4** rhyme
- **ABAB** – lines **1 & 3** rhyme and lines **2 & 4** rhyme
- **ABBA** – lines **1 & 4** rhyme and lines **2 & 3** rhyme
- **ABCB** – lines **2 & 4** rhyme and lines **1 & 3** do not rhyme

## Repetition

- **Repetition occurs when poets repeat words, phrases, or lines in a poem.**
- **Creates a pattern.**
- **Increases rhythm.**
- **Strengthens feelings, ideas and mood in a poem.**

# Reading Text (A Play) – THE HISTORY BOYS

SB Page: 36-39



- This extracts are taken from a play written by the famous playwright, Allan Bennet. This play revolves around a group of young boys, who are trying to get into either Oxford or Cambridge University in England.

# Interviewing Techniques

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## **Advice for becoming a good interviewer:**

- 1- Prepare well.
- 2- Put the interviewee at ease.
- 3- Be methodical and choose your questions carefully. omaneducportal.com
- 4- Show you care and start with a positive note.
- 5- Keep records and write notes.
- 6- Include statements with your questions.



## Preparing an Interview

**Prepare an interview with the Principal of your school.**

**Focus on**

- ▶ **Education generally.**
- ▶ **Issues related to your particular school.**

## **How to prepare the interview questions?**

- ▶ **Weaver discussed issues that are important to him. What are the major issues that you want to raise?**
- ▶ **Weaver's questions include statements as well as questions. Be sure to include comments and statements with your interview questions.**

# QUESTIONS

- 1. Have you heard of the phrase ‘A little information goes a long way’? How does this apply to some of the ideas raised in these extracts from *The History Boys*?**
- 2. What new approaches to history is Irwin trying to encourage?**

Part of a Xhosa Village in Transkei , South Africa



## *From My Early Day, by Nelson Mandela*

Introduction: SB Page : 40-43

Much of what we learn is from experience, from everyday life. Our family life, friends and the things that happen to us and the things we observe tell us a lot about the world. These experience and observations are sometimes recounted in people's autobiographies.



# Wordpool

**Dung**-the excrement of animals; manure.

**Ochre**-a yellowish-orange colour, or a substance obtained from earth that is used for giving this colour to paints.

**Poplar**-a tall, fast-growing tree of north temperate regions, widely grown in shelter belts and for timber and pulp.

# Wordpool

**Slingshot**-a forked stick, to which an elastic strap (or a pair of elastic bands connected by a small sling) is fastened to the two prongs, typically used for shooting small stones.

**To get the hang of**- to understand the technique of doing something

**Unruly**-disorderly

**1. What reason did Mandela's father give for agreeing to his son going to school?**

**2. Explain how it was that mandela went to school even thoughno member of his family had done so before.**

The best structure you can use for an opinion essay :

### **Paragraph 1- Introduction**

Sentence 1- Paraphrase Question

Sentence 2- Thesis Statement

### **Paragraph 2- Supporting Paragraph 1**

Sentence 1- Topic Sentence

Sentence 2/3- Explain Topic Sentence

Sentence 3/4- Example

### **Paragraph 3- Supporting Paragraph 2**

Sentence 1- Topic Sentence

Sentence 2/3- Explain Topic Sentence

Sentence 3/4- Example

### **Paragraph 4- Conclusion**

Sentence 1- Summary and reiteration of your opinion.



## Opinion Words and Phrases

### Introductory Words and Phrases

I think  
I believe  
I feel  
In my opinion  
My favorite  
The best  
I strongly believe  
From my point of view  
It's my belief  
Based on what I know  
I am convinced  
Speaking for myself  
I know you will have to agree that  
I am confident that

### Transitions

First/second/third  
First of all  
Next  
After that  
Additionally  
Equally important  
Consequently  
Besides  
Further/furthermore  
Clearly  
Obviously  
In addition  
For all these reasons  
Finally  
In conclusion

### Opinion Clues

Always/Never  
Awful/Wonderful  
Beautiful/Ugly  
Better/Best/Worst  
Delicious/Disgusting  
Definitely  
Enjoyable/Horrible  
Favorite  
For/Against  
Good/Bad  
Inferior/Superior  
Oppose/Support  
Terrible  
Unfair  
Worthwhile



## WRITING AUTOBIOGRAPHY

Write a short autobiography about your early school days. Focus on one particular day or on general memories of your first weeks.

Write about how you felt, reflect, and what kind of child you were. Think about how those early memories reflect who you are today.

# Autobiography

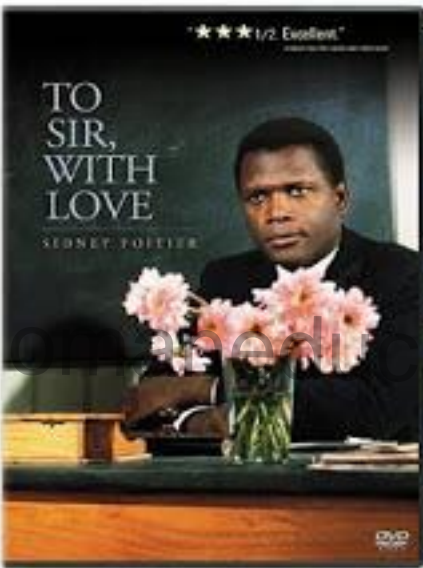
**Paragraph 1-Introduction: introduce the topic and explain where your school was.**

**Paragraph 2-Explain the kind of things you learned and the kind of teachers you had.**

**Paragraph 3-Describe any struggles or challenges you had and how you tackled them. Describe your feelings and give examples.**

**Paragraph 4-Conclusion: Conclude by describing the impact your early school days have had on you.**

E. R. BRAITHWAITE





# Extension reading

## MY PLANS FOR THIS WEEK

From *To Sir With Love*

by E.R.Braithwaite

E.R Braithwaite worked in the 1950s as a teacher in the East End of London. With an Oxford education behind him, but no formal training as a teacher.

## **What should you do to gain students' trust?**

- **\*Allow students to enter the class late without demanding a pass; explain that you trust they had a valid reason to be late**
- **\*Make them responsible for decorating the classroom**
- **\*Share some of the problems you are having with the class or program and ask for their input**
- **\*Talk about yourself and your interests: become a person to them, not just a teacher**
- **\*Make sure they understand why they are doing all assignments**



# Wordpool

**Informally-without formality**

**Husky-low and rough**

**Blasé-unimpressed or indifferent to something because one has experienced or seen it so often before**

**Embark-go on board a ship, aircraft, or other vehicle**

**To barge in-to walk into a room quickly, without being invited:**

# Wordpool

**Insolently-boldly** rude or disrespectful  
**Courtesy**-the showing of politeness in one's attitude and behavior toward others.

**Conduct-behaviour**

## Adverbs that end in 'ly'

Remember...

An **adverb** tells us more about a **verb**.

An **adverb** describes or modifies the **verb** in some way.

Many **adverbs** end with the suffix "ly", but not all.

**Adverbs** often tell us how something happened.



# Adverbs

He sang **loudly**.

(Tells how he sang.)

I play sport **outside**.

(Tells where I play sport.)

She **always** skips to the park.

(Tells when she skips to the park.)

**Yesterday**, we went to the movies.

(Tells when we went to the movies.)

We heard her **softly**-spoken words.

(Tells how the words were spoken.)

- are words that usually describe a verb.
- can sometimes describe other words.
- can tell us how, when, and where.



## Questions.

**1. Find the adverb in the following sentence.**

**After the game, the disappointed players shook their heads sadly but refused to accept defeat.**

**2. Which of these sentences does not contain an adverb?**

- A) The child ran happily towards his mother.**
- B) Sali walked to the shops.**
- C) Brendan gently woke the sleeping baby.**
- D) I visited my mum yesterday.**



## Match the words with their meanings.

1. Incredible

a. uneasy

2. Methodical

b. skillful

3. Hesitant

c. unbelievable

4. Infuriating

d. systematic

5. Inquisitive

e.  doubtful

6. Restless

f. very annoying

7. Expert.

g. curious

## WRITING JOURNAL

**Write about a teacher or someone in a position of authority who inspired you. What did they do to motivate you and win your respect.**

## QUESTIONS

1. What resistance is there at first to the teacher's plans?
2. Why is so important to gain mutual self respect between the students and the teacher?
3. What lesson do they learn?
4. What is the teacher's definition of a 'top class'?

## Simple, Complex, Compound sentences

- A simple sentence consists of just one clause.
- A complex sentence consists of a main clause and one or more subordinate clauses.
- A compound sentence consists of two or more clauses of equal rank.

# Complex Sentence



Sometimes, a comma separates the clauses.

This clause could stand alone as a sentence.



**A complex sentence has an independent clause and at least one dependent clause.**



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Jake rode his bike, but Matt walked.  
independent clause      independent clause

comma &  
coordinating  
conjunction

Matt ate pancakes, and he ate bacon.  
independent clause      independent clause

Compound Sentences

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**Read the following sentences and state whether they are simple, compound or complex.**

- 1. Alice and James went to the park in the evening.**
- 2. Rani went to the market and she bought some flowers.**
- 3. As soon as the dog saw its master, it started wagging its tail.**
- 4. The farmer took good care of the cows.**
- 5. Raju liked the watch which his aunt presented to him.**