



Basic Education - Grade Nine

Themes

ENGLISH
LANGUAGE

New Curricula



National
Textbook

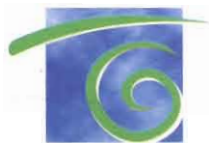
Center for Educational Research and Development

Republic of Lebanon
Ministry of Education and Higher Education

T H E M E S

Basic Education
Grade Nine

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T H E M E S

Basic Education
Grade Nine

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The National Textbook Project

By issuing the textbooks for the third year of each educational cycle, the Educational Center for Research and Development will have completed the third and last installment of books called for by the New Curricula. We are placing these books in the hands of students with the great hope that we are moving, step by step, toward the goal of acquiring sound learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, acquisition of skills, development of ethical and national attitudes, the feeling of national belonging as well as the feeling of belonging to humanity at large.

The on-going revolution in information, communication and educational-aids technology has undoubtedly limited the role of the textbook and lowered the rank it used so recently to occupy. However, in our society and in many other societies, the textbook remains the basic means of education, and it is our duty to exert our utmost effort and care to come up with the best product as to form and content. Yet we should not lose sight of the fact that the textbook is not sufficient by itself but should rather be used as a stepping stone to access other sources of information. What is important is to keep a clear vision and maintain the right course toward our objective. The means should not turn into the end and the student should always remain the focus of the learning/teaching process.

No one ignores or denies the fact that textbook writing requires very high academic and educational qualifications and very wide field experience. The authors committees undeniably possess such qualities. Yet the textbooks of the last two years contained some negative aspects. Such is the nature of human work, no matter how good the intentions or how great the effort extended. Here constructive criticism constitutes a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We say that, with all due appreciation and respect to all those who have contributed to the success of this project.

The Educational Center for Research and Development is embarking this year on a process of evaluating the New Curricula and related textbooks, teacher training courses and student achievement. This is a natural and necessary step now that the new system has been put into effect. This process aims at identifying the curricular objectives that have been achieved as well as those that have not been achieved, with a view to proceeding with the positive aspects and correcting the negative ones.

As part of this correction process, we plan to review the versions that have been issued in order to secure good textbooks for our students, who always deserve the best.

March 13, 2000

President, Educational Center for
Research and Development

Nemer FRAYHA

Introduction

Themes is a six-level series that starts with Grade Seven and ends with Grade Twelve. It is designed for students studying English-as-a-foreign language. The book you are presently using is for the Grade Nine.

◀ Features of the Series

Integrated Skills

In the *Themes* Series all language skills i.e., listening, speaking, reading, and writing are integrated in each unit of the book. In addition, there is a focus on developing critical thinking, cultural awareness, and study skills.

◀ Thematic Approach

Themes follows the theme-based approach to language teaching. This approach uses authentic texts and activities to achieve the learning objectives set in the official English language curriculum. The approach, too, enables students to acquire vocabulary and grammatical structures in context. In addition, students develop their critical thinking skills by comparing, contrasting, categorizing, and synthesizing information. They also gain insights into other cultures.

◀ Components of the Themes Series

Each level of Themes contains the following components: The Students Book, the Workbook, and the Teacher's Guide.

◀ Student Book

The Student Book contains twelve instructional units. Each unit is centered around an interesting and developmentally-appropriate theme. The units include a variety of authentic texts such as articles, stories, poems, and songs as well as non-textual material such as films, tables, charts, pictures, etc.

◀ Workbook

The Workbook includes activities and exercises to reinforce and consolidate content and skills covered in the units. The activities and exercises are formatted to encourage student response. Furthermore, students are provided with clear directions to complete exercises in class or as homework.

◀ Teacher's Guide

The Teacher's Guide presents the teaching objectives of each unit and lesson. It provides teachers with instructions and answer keys to facilitate lesson planning along the stages of opening, instruction / participation, closure, and evaluation procedure. Such planning enables teachers to introduce points, involve students in activities, assess progress, and evaluate outcome.

Themes is to be accompanied by authentic audio–visual materials such as films and audio-cassettes. These materials can be used to help students develop adequate listening skills as well as further understand the themes under study.

The Authors

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