

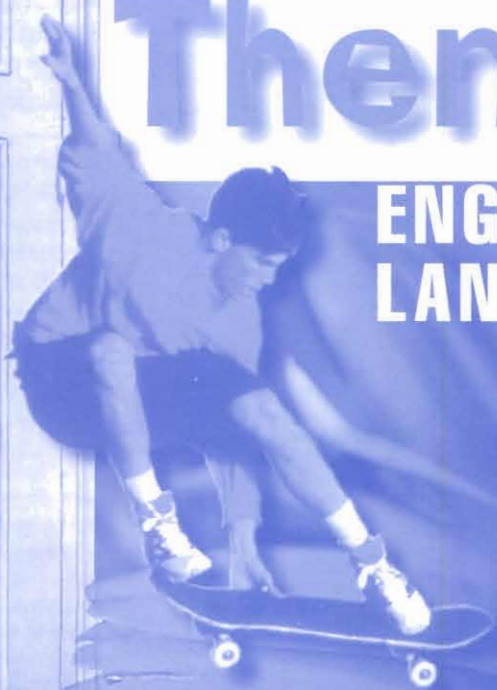
**TEACHER'S GUIDE**



**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**

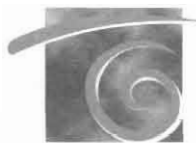
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**T H E M E S**

**Teacher's Guide ■**

**Basic Education**

**Grade Nine**

Educational Center for Research and Development



**National  
Textbook**

**New Curricula**

General Executive  
**Samya Abou Hamad**

# THEMES

Teacher's Guide

**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

Nemes FRAYLÁN





# Introduction

## Grade 9 Teacher's Manual

This book is addressed to students of English in Grade IX. The book follows the theme-based approach, that is, various interesting and developmentally appropriate themes are chosen and explored through authentic texts. Furthermore, language skills, i.e., listening, oral communication, reading, and writing are integrated in each unit of the book with focus on grammar, critical thinking, cultural awareness, and study skills.

The authors have suggested a series of lesson plans to facilitate instruction. These lesson plans are suggestive, and, as such, may be modified according to class level. However, each activity has a specific objective that should not be overlooked. This is because the activities complement each other to achieve the goals and objectives set in the official curriculum. Thus, teachers may diversify their lesson plans by using alternative instructional techniques, keeping the objectives of each lesson in mind.

The Workbook is an integral part of the course intended to practice and consolidate the teaching points in each lesson. Exercises may be completed and checked in class or assigned as homework, depending on class time and activities. Students are encouraged to check their own work as well as that of their peers based on answer keys and guidelines provided by the teacher.

The textbook is accompanied with authentic audio-visual materials. These materials can be used to help students develop adequate listening skills as well as further understand the themes under study.

Finally, assessment is perceived as continuous and performance-based. Students progress should be positively reinforced and assessed through various tolls and formats such as checklists, conference forms, tasks, projects, quizzes, written examinations and so forth.

*The Authors*

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