

Themes

English Language

Basic Education
Grade Eight



Republic of Lebanon
Ministry of Education and Higher Education

■
T H E M E S
Teacher's Guide ■

Basic Education
Grade Eight

Center for Educational Research and Development



National
Textbook

New Curricula

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■
T H E M E S
Teacher's Guide ■

Basic Education
Grade Eight


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The National Textbook Project

This is the second installment of textbooks completed by the Center as part of a three-stage effort to produce the 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 and modern learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, the acquisition of skills, the 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 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 qualifications and qualities, yet last year's textbooks did contain some faults and gaps which were duly pointed out by researchers in many articles, and, indeed, we have benefited from some of them. Such is the nature of human work, no matter how good the intentions or how great the effort exerted.

Constructive criticism is a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We only hope that criticism will always be objective and motivated by a desire to enhance educational reform in order to achieve better products.

A favorite adage handed down from our old scholars: "He who criticizes you is as helpful as a co-author". Let all criticism directed at the Center be of this caliber.

In closing, we hope that we all will have benefited from our experience and that the textbooks of the third and final stage be closer to realizing our hopes and more beneficial to our students. We are now preparing ourselves to assess the parts so far achieved of the new curricula and to assure that our educational movement is proceeding on the right track for achieving the best results.

June 2, 1999

**President, National Center for Educational
Research and Development**

Nemer FRAYHA

INTRODUCTION

Grade-8 - Teacher's Book

This book is addressed to students of English in Grade VIII. The book follows the theme-based approach - that is, various interesting and developmentally appropriate themes are chosen and exploited 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 along the lines of Opening, Instruction / Participation, and Closure procedures in order 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 work 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 tools and formats such as checklists, conference forms, tasks, projects, quizzes, written examinations and so forth.

The Authors

THEMES
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