



On **YOUR** *Own*

**Basic Education
Grade Seven**

Teacher's Guide

Center for Educational Research and Development



National
Textbook

NEW CURRICULA

Republic of Lebanon

Ministry of Education and Higher Education



ON YOUR OWN

Second Foreign Language

Teacher's Book

Basic Education

Grade Seven

Center For Educational Research and Development



National
Textbook

New Curricula

General Coordinator
Assaad Eid

General Executive
Samia Abou Hamad

Consultant
Kassim Shaaban

Reader
Akram Zay'our

ON YOUR OWN

Second Foreign Language

Teacher's Book

Basic Education


Grade Seven

Sami Samra (Coordinator)
Jocelyne Hajj Bahhouth
Carol Kfoury
Katherine Rizk

Center for Educational Research and Development



Educational Company
for Printing, Publishing and Distribution S.A.R.L.

Technical Preparation: Technical Team ■ NCERD
Illustrations: Graphics Team ■ NCERD
Production and Distribution:  **Educational Company**
for Printing, Publishing and Distribution S.A.R.L.
Printing : By Green Glory

© NCERD 1998, Sin-EI-Fil, Lebanon, P.O.Box: 55264
All Rights Reserved for NCERD
First Published September 1998
5th Impression 2010

... WE BUILD THROUGH EDUCATION

Four years ago, under the leadership of the Minister of National Education, Youth and Sports, the National Center for Educational Research and Development (NCERD) initiated the overall reform of the educational system in Lebanon. Today, NCERD is pleased to present the first collection of textbooks, developed in conformity with the new curricula announced by decree no. 10227, dated the 8th of May, 1997, to all those involved in the education sector.

This collection covers the first year of each of the three basic education cycles, as well as the first year of the secondary cycle. It will be followed, over the next two years, by the textbooks addressed to the remaining two years of each cycle.

The publication of these textbooks follows directly from previous steps undertaken as part of the overall effort to rebuild the educational system. The Plan for Educational Reform, the adoption of a new educational ladder, the new curricula and the new textbooks are all part of a continuous and coherent reform effort. The reform process views the education of the individual learner as a means to develop citizens capable of serving their country and self-confident adults ready to face the challenges of the twenty-first century.

Textbooks play an important role in this ambitious project because they embody the educational and civic objectives of the new curricula. In keeping with the spirit and philosophy of the new curricula, a large number of specialists who had contributed to shaping the new curricula were called upon, from both the private and the public sector, to become members of author committees. The Higher Committee for Planning and the Advisory Committee, which were created by NCERD to oversee the whole reform process, closely monitored the development of the new textbooks. In addition, NCERD sought the assistance of experts from outside Lebanon.

However, we do not claim that the textbook we present to you today is perfect, or that it does not require any revisions whatsoever. Our work is certainly far from complete. After thirty years of stagnation, it was important to act and to do so promptly. We thus considered it appropriate to view this first edition as a starting point and to subject the first collections to the classroom test. A textbook's strengths and weaknesses can really only be identified in the classroom. It is now

up to teachers and students to evaluate these new textbooks. Thanks to their collaboration, we should arrive at concrete proposals for the improvement of subsequent editions.

It should also be pointed out that textbooks have become only one of many available sources for the transfer of knowledge. Indeed, our students are confronted with a constant deluge of information from a variety of media. Consequently, it becomes imperative for students to "learn how to learn" from textbooks, as well as from other sources. This means that we must adopt new work and teaching strategies in order to transform the classroom into an interactive space between a dynamic and enterprising learner and an informed teacher. The teacher's role must lie in assisting the student to acquire knowledge and competencies, to heighten his or her critical sense and to develop teamwork and participatory skills. This is why the educational reform calls for teacher training, the establishment of a structure capable of advising teachers and providing guidance and counseling to students, and the modernization of the exam and evaluation systems to be undertaken alongside the development of new textbooks.

Our attention is now focussed on the next three years. This period will provide an experimental phase, not only for the new textbooks, but also for all the activities that have preceded or accompanied their launch. Thus, the next three years should be viewed as an evaluation phase for the overall educational system of Lebanon.

Finally, I wish to thank sincerely all those who contributed to writing, editing, designing and producing the new textbooks. We hope that our combined efforts to build the future for the children of Lebanon will contribute to the reconstruction of our country.

Beirut, July 22, 1998

President, NCERD

Mounir ABOU-ASSALI

To The Teacher

This book is addressed to students who are being exposed to English for the first time. The textbook follows the content-based approach. The various themes are chosen due to their interest for beginners and because of the rich vocabulary they can provide. Grammatical structures to be taught through each theme are practiced through the authentic text given in each lesson. Writing and listening exercises are an important element of each theme. Students are encouraged to engage in the "Assignment" section of the lesson as they would any other section; these assignments are designed to encourage problem-solving strategies and critical thinking at an early stage.

The authors have suggested a timed lesson plan to facilitate teaching each lesson. These lesson plans may be slightly modified according to the level of the class. However, each activity suggested has a specific purpose that should not be overlooked as they complement each other and are necessary to build the four skills.

The authors suggest that teachers precede any writing activity by a discussion which would elucidate vocabulary and reinforce the grammatical structures necessary for the particular writing task being undertaken.

Oral discussion itself is encouraged in the textbook. Teachers can guide students into fruitful discussion by the use of various questioning techniques, i.e., open-ended questions such as, if-yes-why, if-no-why-not questions, etc.

It is particularly important that all skills, i.e., listening, speaking, reading and writing, should be practiced during each class hour.

The Workbook is an integral part of the course and should not be assigned as homework. Workbook corrections are more fruitful if the students participate in their correction.

Students' progress should always be positively reinforced throughout the class hour. The teacher should aim at leading students to seeing the practicality of the information being taught.

Teachers wishing to use this method for complete beginners should emphasize the visual aspects of the lesson, the Key Words, the Expressions to Remember, while those teachers who have accelerated classes may stress the project work and employ cooperative learning techniques.

In all the activities and exercises, students are asked to solve a problem, find an alternative, give their opinions, draw on their experiences, compare cultures, make inferences, sequence steps, and reach conclusions. Students are also encouraged to acquire the skills of skimming, scanning, guessing the meaning of words from context, analyzing and synthesizing.

The Authors

Teacher's Book

This preview section is designed to give your students confidence in themselves and to show them that they can learn English. After having finished these three very basic lessons, the student will be ready to go on to Unit One.

Depending on the amount of exposure to English, these preview lessons may take one, or two or three hours. You decide.!

Preview One

Warm-up Activity (5 minutes)

Have the students look at the map of the world. Point out the names of the countries in which English is spoken. Write them on the board. Pronounce these names. Do any of the students have relatives living in these countries?

Activity 1 (5 minutes)

Explain that the alphabet in English is pronounced differently than in French. Play the tape of the song. If you do not have the tape, sing the alphabet, stopping after each line as the alphabet appears in the student book.

Accent the letters.

A B C D

Eeeee F G

H I J K

L M N O Peeee

Q R S

T U Veeeee

W X Y and Zeeee

Have the students sing along.

Show the students the difference between the E and the I,, the G and the J as pronounced in English.

Activity 2 (20 minutes)

Look at the pictures of Allen and Julia.

Read the sentences to the students.

Then you say hello and introduce yourself.

Ask a student to say his or her name.

Introduce yourself to all the students in the class. Then have the students do the exercises

Activity 3 (20 minutes)

Learning to count the basic numbers.

.....

.....

Ask the students to tell you the numbers they know in English. Then say the numbers for the students and have them repeat. Point to the numbers, or write one on the board and have them say the correct answer. Make this a game.

Then have the students make a list of all the girls and boys in the classroom, either on their notebook or on the blackboard. Together in unison, count the total number of boys, then girls. See if the students can count the total number.

Preview Two

Warm-up (5 minutes)

Review the information learned in Preview One. Have some students introduce themselves, etc.

Activity 1 (20 minutes)

Have students look at the pictures. Then point to picture one and read the three sentences. Then after having worked with all the pictures, point to yourself. Say, good morning, or good afternoon, etc., and introduce yourself. "I'm your teacher."

Have students draw the picture of Joyce Smith, Loren Smith and Julia Smith and Karine Jones in their notebooks.

Then work with the questions. Do picture one with the class. Then let the students try.

Activity 2 (5 minutes)

Show the students the difference between good morning, good afternoon, and good evening. Note that good night is used when someone is going to bed. Have the students say good morning to each other, and to you. Indicate the difference between Mr, Mrs, and Miss in English.

Activity 3 (20 minutes)

Ask three students to volunteer to read the dialogue.

You may ask three or four sets of students to take turns.

Then put the students with 2 other students and have them take turns introduce their friend to their mother.

Preview Three

Warm-up activity (5 minutes)

Ask one of the students to introduce another to you.

Ask students who their best friends are, etc., to encourage use of the vocabulary learned in the last 2 lessons.

.....

.....

Activity 1 (10 minutes)

Place a book on the table in front of you. Place a pencil on another table further away. Point to the book close to you; touch it and say, “What’s this?”

Now, without touching the pencil further away, point to it and say, “What’s that?” Help students see that the term *this* is used for things close up and that *that* is for things further away.

Then have students look at the pictures. Have them repeat the sentence below each picture.

Activity 2 (5 minutes)

Have the students look at each picture. Ask the question, and let the students answer.

Show the students that you are using *this* for the close objects, and that *that* for those which are not.

Activity 3 (10 minutes)

Show students through the pictures that we say, *yes, it is* for the affirmative, and *no, it isn’t* for the negative. Practice with the pictures.

If time allows, play the game of **How many words do you know ?**

Activity 4 (10 minutes)

Tell students that you are going to show them how to ask more questions.

Introduce the “how old are you” concept. Ask several students; then have the students try it themselves following the examples.