

# English Language Themes

## Teacher's Guide

Basic Education  
Grade Seven



National  
Textbook

New CURRICULA



# **Republic of Lebanon**

**Ministry of Education and Higher Education**



## **THEMES**

**English Language** ■

**Teacher's Guide**

**Basic Education**

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Center For Educational Research and Development



National  
Textbook

**New Curricula**

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**THEMES**  
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## **... 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 textbook is addressed to students of English in Grade VII. The textbook 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 such as film and audio-cassettes. 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**

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# UNIT 1

## *Animals And Their Habitats*

Instructional Objectives (Performance Tasks).

### **Listening**

1. Paraphrase events/actions of what is heard (L7, L9).
2. Identify topic (L8).
3. Use Cloze procedure to focus on specific linguistic components (L8).
4. Recognize aspects of spoken discourse (L9).
5. Demonstrate understanding of audio input (L9).

### **Oral communication**

1. Give an oral report of a story (L3,L10) .
2. Explain other's behavior (L5).
3. Give and receive feedback (L7).

### **Reading**

1. Predict content of the text (L1, L2, L4).
2. Identify context clues which help decode unfamiliar lexis (L1, L4).
3. Comprehend written discourse (L1, L4).
4. Fill in a cloze passage with appropriate word forms (L2).
5. Identify main characters, setting, and theme (L2).
6. State the problems faced by the main characters (L2).
7. Fill in a cloze passage with appropriate word forms (L8).

### **Written Communication**

1. Given the topic sentence, write the body (L1, L5).
2. Rewrite the end of a story (L3).
3. Share Writing through oral reading (L3).
4. Write a short research paper (L3).
5. Write a sentence outline (L5).
6. Create a new verse (L6).

### **Thinking Skills**

1. Synthesize ideas from sources to produce opinion (L2).
2. Summarize a text (L3) .

3. Generate simple questions (L3).
4. Organize graphically data which represent a problem (L5, L10).
5. Draw appropriate conclusions (L6).
6. Evaluate information (L7).

### **Study Skills**

1. Select material from sources for research purposes (L3).
2. Create a research strategy (L3).
3. Use index cards to take notes (L3).
4. Select appropriate reference sources (L3).

### **Cultural Awareness**

1. Understand culturally significant behavior (L10).

### **Dominant language Features**

1. The usage of can and could
2. Prepositions of place (between, among)
3. Prepositions of time (until, before, after, during).

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