

IN English

Basic Education

Grade Six

Progress

Part 2

SPECIMEN

على مخصص للبيع

Center for Educational Research and Development

New Curricula

National
Textbook

Republic of Lebanon
Ministry of Education and Higher Education

ENGLISH IN PROGRESS

Part 2

Basic Education
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National
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New Curricula

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ENGLISH IN PROGRESS

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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

This volume of *English in Progress* is intended for students in Grade VI of the Second Cycle of Basic Education, who have been studying English for five years. The complete program consists of this Student Book, a Workbook, Teacher's Book, and a series of audio cassettes.

Student Book

The Student Book follows a thematic organization and is based on the integrated, content-based approach to language teaching. This approach aims at developing all the four language skills – listening, speaking, reading and writing – simultaneously. Grammar is introduced in the context of speaking, reading, writing and listening tasks and not as an isolated skill. The activities in the book are carefully planned to foster the particular language skills prominent in the given texts and allow for sufficient practice of the new vocabulary and structures. In addition to the language skills, the lesson units address the thinking and study skills and cultural awareness.

While the previous volume of *English in Progress* (Grade V) still emphasized the development of oral language, this volume (Grade VI) aims at preparing students for academic literacy in English necessary for success in the general curriculum taught via the medium of English. Therefore, the readings are getting gradually longer and more complex and related tasks are structured to foster general academic literacy in addition to English language development. At the same time, oral language is developed through the many pair-, small group- and class discussions.

Workbook

The Workbook is a compilation of exercises that complement and reinforce the activities initiated in the Student book. The format of the activities is diverse and includes reading, writing and speaking activities and graphic organizers. Some of the activities in the Workbook are essential for the lesson sequence while others serve as practice and enrichment.

Teacher's Book

The Teacher's Book offers a step-by-step guide on successful use of the Student Book and is an *essential tool* for the teacher. Many of the lessons cannot be conducted without the information and tape scripts included in the Teacher's Book. The authors have suggested a variety of procedures to facilitate instruction. Teachers who are new to the integrated approach to language teaching will benefit from the step-by-step plan. However, since each group of students is unique, there is built-in flexibility in the program that allows individual teachers to accommodate to their particular students' needs without sacrificing from the overall progress towards the set objectives. The Teacher's Book also contains complete tape scripts for all the listening activities as well as the Assessment Units for each Theme Unit.

Audio Cassettes

English in Progress continues to lay a heavy emphasis on developing the listening and speaking skills of students in addition to the development of reading and writing skills. The audio-cassettes accompanying the Student Book are an *integral part of the program* as several of the lessons are built upon the tape scripts. The tapes also provide students with exposure to a variety of native- and non-native-speaker voices and accents. The use of non-native speakers in the tapes is justifiable in today's increasingly global world where 'World English' has replaced a notion of any one single 'correct English' as far as the pronunciation is concerned.

We hope that *English in Progress* will provide students with a motivating and enjoyable medium for learning English while facilitating the teacher's work. We will be grateful for feedback from the field in order to improve on the materials we may develop in the future.

The Authors

4

TAKE CARE !

THEME



Table of Contents

UNIT 1 School Bus Safety

UNIT 2 Home Safety

UNIT 3 Storm Safety

UNIT 4 Bicycle Safety

UNIT 5 Garrett A. Morgan