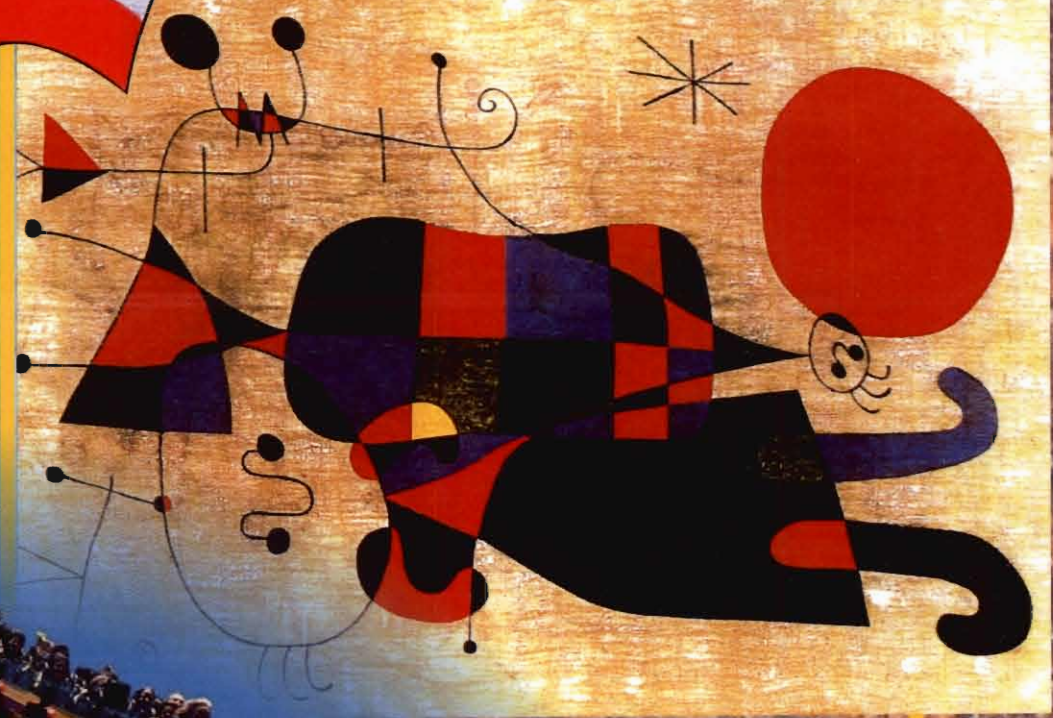
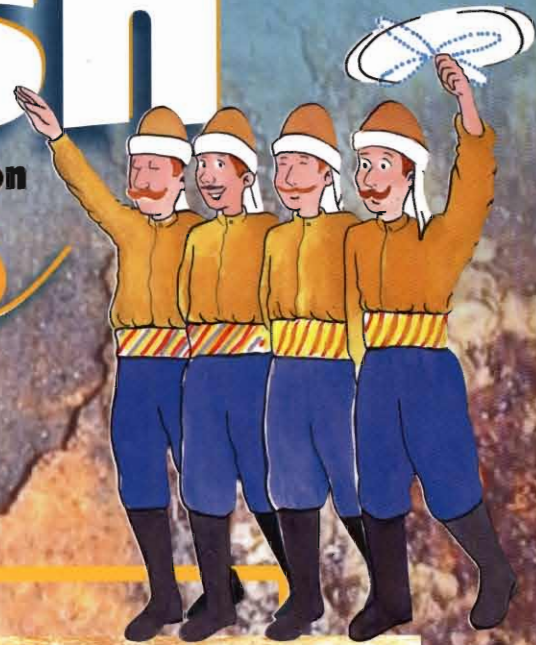


# English

Grade Five

Basic Education

# in progress



National Center for Educational Research and Development



National  
Textbook

New Curricula

**SPECIMEN**  
**Republic of Lebanon**

Ministry of Education and Higher Education

# ENGLISH IN PROGRESS

**Basic Education**

Grade Five

Center for Educational Research and Development



National  
Textbook

**New Curricula**

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**Basic Education**  
Grade Five

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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

This volume of *English in Progress* is intended for children in Grade V of the second cycle of Basic Education, who have been studying English for four years. The complete program consists of this Student Book, a Workbook, a Teacher's Book, and a series of audio cassettes.

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## **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 reading and listening passages and not as an isolated skill. The activities in the book are carefully planned to foster particular language skills and allow for sufficient practice of the new vocabulary and structures. In addition to the language skills, the lesson units address the skills of thinking, cultural awareness and study skills.

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## **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, graphic organizers and puzzles. Some of the activities form an essential part of the lesson sequence.

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## **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. 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 teachers to accommodate to their particular students' needs. The Teacher's Book also contains the tape scripts for all the listening activities.

### Audio Cassettes

*English in Progress* lays a heavy emphasis on developing the listening and speaking skills of the students in addition to reading and writing. 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-speaker voices and accents. Some tapes include non-native speaker accents for purposes of comparison.

We hope that *English in Progress* will provide the students with a motivating and enjoyable medium for learning English while facilitating the teacher's work.

**The Authors**



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