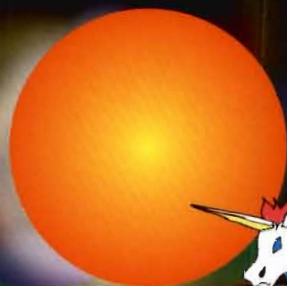


# ENGLISH

Grade 4 *in progress*  
Basic Education



**SPECIMEN**



# Republic of Lebanon

Ministry of Education and Higher Education

## ENGLISH IN PROGRESS

**Basic Education**  
Grade Four

Center for Educational Research and Development





**New Curricula**



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# ENGLISH IN PROGRESS



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Grade Four

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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**

# **INTRODUCTION**

**English in Progress** is a four-level series for students studying English as a foreign language. The book you are presently using is the first book of the series, designed for students in Grade Four.

## **Features of the Series**

### **Integrated Skills**

In the *English in Progress* series, all skills are integrated into the language-learning process: listening, speaking, reading and writing. These skills are developed in all units.

### **Thematic Approach**

*English in Progress* follows the content-based approach. The thematic approach uses a text from authentic works and builds activities centered around it. This approach works most successfully when both teacher and student work cooperatively in making the classroom conducive to learning. The vocabulary that students are taught is based highly on the texts they read. The grammatical structures are mostly based on the texts the students are studying. Teachers are requested to emphasize the visual aspect of this text in order to encourage the living aspects of the new foreign language. Teachers may also choose to intensify the project work and employ cooperative learning techniques in the classroom.

It should be noted that this textbook can be used for students who have had some language instruction at the lower elementary levels. Many students, due to the wide usage of English in the fields of music, sports, and the media in general, may also have some basic knowledge of the language. This knowledge should be built upon and used creatively by the teacher.

### **Critical Thinking and Learning Strategies**

In all activities and exercises, students are asked to solve a problem, give their opinions, draw on their experiences, compare cultures, make inferences, sequence steps, or reach



conclusions. In this way, students will be able to retain the material they are learning for longer periods of time. The teacher should be able to adapt this particular textbook to the level of students he or she is teaching. The more advanced the class, the more in-depth the teacher and students can explore.

Students are to draw on their experience to apply what they have learned in class. They should also acquire the skills of guessing the meaning of words from context, analysing and synthesizing. Finally, they should draw conclusions and give their opinions based upon the information they read.

Even though this is a second language textbook, students should be made aware of the necessity to acquire the learning strategies mentioned above in order to prepare themselves for further academic studies in which the English language is used.

*The Authors*

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