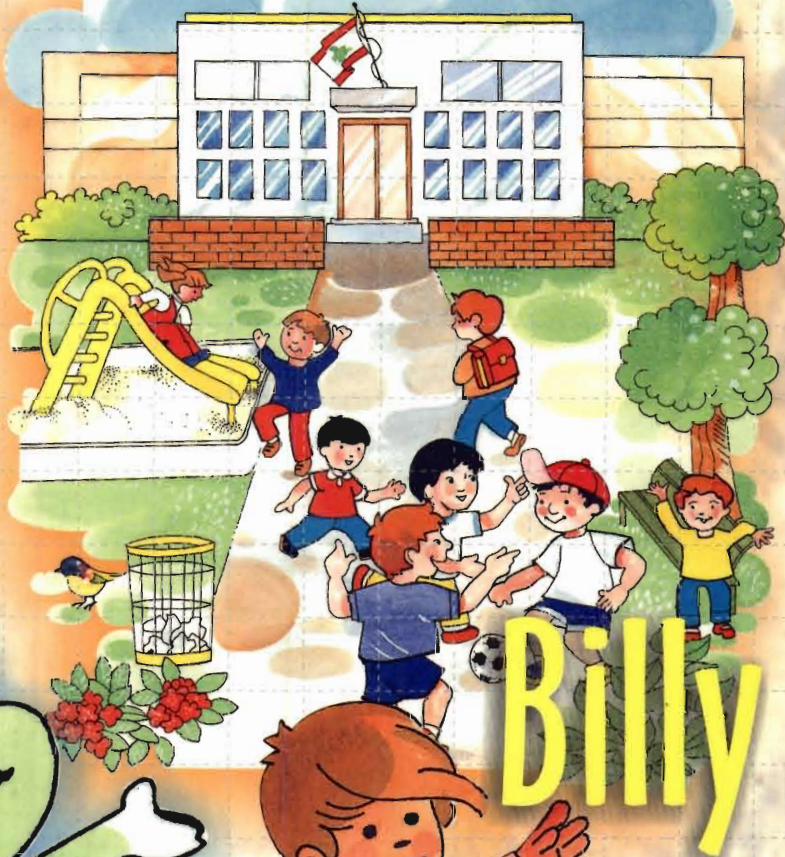


# Let's learn together

Grade 1  
Basic Education



Billy

Cater



National Center for Educational Research and Development



National  
Textbook

New Curricula

# Republic of Lebanon

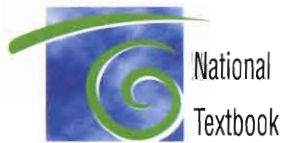
Ministry of Education and Higher Education

## LET'S LEARN TOGETHER

**Basic Education**

Grade one

National Center for Educational Research and Development





**New Curricula**



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# LET'S LEARN TOGETHER

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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

*“Let’s Learn Together”* incorporates the following components: a Student’s Book, a Workbook, and a Teacher’s Book. It is designed to cover 210 teaching hours and is intended for young students, around six years of age, who are in their first year of learning English as a foreign language. The material is relevant and fun to explore. The authors hope that it will satisfy the learning requirements.

## **Student’s Book**

The Student’s Book is comprised of five thematic units, each of which is centered on an aspect of *“Let’s Learn Together’s”* general theme: the student. The theme begins with the student in his egocentric world and gradually ventures out to the world around him. Each unit is subdivided into lessons, each of which focuses on a subtopic of the unit theme. The lessons provide a variety of songs, poems, chants, classroom activities, and workbook exercises that stimulate communication in the target language, integrate the language skills, and help develop critical thinking skills.

At the beginning of the book the students are introduced to their text mascot, Cater, along with his human and animal friends. Throughout the text, the students read about the adventures of Cater and his friends. At the end of the book, the students are given a farewell from Cater. The use of recurring familiar faces throughout the text will motivate students to learn more about the people and animals they have met at the beginning of the text.

## **Workbook**

The Workbook is a compilation of follow-up exercises that reinforce activities carried out during each hour of instruction. Exercises in the Workbook are designed to help students reinforce their vocabulary learning, check reading/listening comprehension, and offer sufficient practice for writing. The writing exercises systematically begin with structured writing and gradually move to free writing. Workbook exercises offer a pattern for on-going assessment of the



language learning objectives, and typically occur at the end of each teaching hour. The formats for the exercises are diversely presented and include age-related puzzles, riddles, and coloring fun.

### Teacher's Book

The Teacher's Book contains reproductions of the Student's Book text. In addition, it offers suggestions for classroom activities, techniques, additional work to complement the lesson, and workbook assignments. (The answers to the workbook exercises appear at the back of the Teacher's Book only). Each lesson opener lists its thematic and learning objectives and provides a listing of materials needed for the lesson.

The thematic lessons are divided into suggested hours, each lesson being allocated an average of seven hours. *Let's Learn Together* is offered as an instructional tool to help teachers facilitate language learning for their students.

*The Authors*

# Table of Contents

<u>Themes</u>	<u>Title of the Lesson</u>	<u>Page</u>
All About Me	1- Cater and Me	11
	2- Numbers and Me	16
	3- My Body	23
	4- I'm Growing Up	30
	5- What I Do and How I Feel	40
	6- How I Take Care of Myself	52
The World Around Me	7- Meet My Family	59
	8- Indoor Activities	72
	9- Outdoor Activities	81
	10- This Is My home	93
	11- Occupations	107
	12- Celebrations	115
This is My School	13- I Go to School	130
	14- My Classroom	137
	15- The Playground at My School	146
	16- People at My School	156
	17- Going on a Field Trip	164
	18- How I Take Care of My School	170
I Visit the Farm	19- On the Farm	178
	20- Fun on the Farm	191
	21- Food at the Farm	198
	22- Plants and Me	208
	23- Animals and Nature	213
	24- Mountains and Plains	222
The Seasons and Me	25- The Seasons and Me	227
	26- Clothes for the Seasons	236
	27- Seasonal Sports	242
	28- Let's Celebrate	248
	29- Put it All Together I	256
	30- Put it All Together II	262