

ON YOUR OWN

SECONDARY EDUCATION
ENGLISH LANGUAGE FIRST YEAR
SECOND FOREIGN LANGUAGE

NEW EDITION

Center for Educational Research and Development



National
Textbook

New Curricula

SPECIMEN
غير منصوص للبيع

Republic of Lebanon

Ministry of Education and Higher Education



ON YOUR OWN

Second foreign language 

Secondary Education

First year



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Educational Company

for Printing, Publishing and Distribution S.A.R.L.



Acknowledgments

The Center for Educational Research and Development expresses its thanks and appreciation to:

- Ministry of Tourism, and
- Dar Assayad.

for their cooperation in contributing the required pictures, illustrations and documents.

Technical Preparation: Technical Team ■ CERD

Illustrations: Graphics Team ■ CERD

Production and Distribution:  **Educational Company**
for Printing, Publishing and Distribution S.A.R.L.

Printing: Nazeeh Karaky Est.

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First Published September 1998

Second Published 2002

Sixth Impression 2011

Together We Build Through Education!

The Center for Educational Research and Development (CERD) has embarked on an extensive workshop for assessing and developing the educational framework and curricula which have been placed into effect more than three years ago. With full realization of the fact that the educational cycle must continue normally through its components, and until the development process attains its aspired objectives, we are placing in the hands of students, teachers and directors of public schools, this corrected version of textbooks issued by CERD as part of the National Textbook Series.

This version is an interim stage incorporating the corrected typographical and linguistic errors discovered by CERD specialists as well as teachers and students through their daily dealings with the books. The process of assessment and development of the framework and curricula will take into consideration all the comments that have been made, or will be made, in this regard.

It is expected that once the curricula are developed and aligned with the general and specific objectives set for them, the textbooks will be realigned with the new curricular and framework requirements, including tying the content of a course to the number of teaching hours set for it during the school year, taking into consideration vertical alignment within the same course as well as the horizontal alignment with the rest of the courses.

I take this opportunity to invite all school administrators, teachers and students and all officials concerned in public and private schools alike, to promptly send their comments on these curricula and books as their contribution to enrichment of this momentous national process.

This workshop, which was launched under the kind sponsorship of His Excellency the Minister of Education and Higher Education in implementation of Decree No. 10227 embodying the educational curricula and their objectives, fits in with CERD's proclaimed new motto "Together We Build Through Education".

It is our earnest desire to see this national, all-inclusive workshop attracting the greatest amount of interest and participation to define the safest and soundest educational options that directly affect our children, as we vow to continually modernize education and develop its ways and means to keep abreast of modern developments and progress in science and technology.

Dr. Leila MALEEHA
President CERD

INTRODUCTION

This is a complete three level series intended for students studying English as a second foreign language. The book you are presently using is intended for students in the First Secondary Year learning English as a second foreign language.

FEATURES OF THE SERIES

Integrated Skills

In this series, all skills are integrated: listening, speaking, reading and writing. These skills are developed in all units. The following clip arts indicate to the students which skills are developed in each activity.

Thematic Approach

This series follows the content-based approach. The thematic approach uses a text from authentic works and builds activities centered around it. The vocabulary that students are taught is highly based on the texts they read. The grammatical structures are all based on the texts the students are studying. Therefore, a lot of repetition of basic sentence structure is evident. The students will be able to acquire the material and sentence structure with ease. The objective of the thematic approach is to assist the learner to acquire the language through «osmosis». Teachers are requested to emphasize the visual aspect of this text in order to encourage the living aspects of the new foreign language.

The authors of this particular textbook have made every effort to choose a wide variety of authentic texts ranging from the general knowledge level to the quite technical. This is considered necessary for students who are at the gateway of their academic careers and may find it necessary to consult English language textbooks as well as guide books and journals. Not only are technical texts important for the students' academic work, but they provide information on which hobbies may be built. When the student is confident enough to attempt to read several levels of texts he or she will certainly benefit from second language study.

The thematic approach works most successfully when both teacher and student work cooperatively in making the classroom conducive to learning.

Critical Thinking and Learning Strategies

In all the activities and exercises students are asked to solve a problem, find a solution, give their opinions, draw on their experiences, compare cultures, make inferences, sequence steps, and reach conclusions. This way students will be able to retain the material they are learning for longer periods of time. It is in this particular area that the teacher is 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 learnt in class. They should also acquire skills of skimming, scanning, guessing the meaning of words from context, analyzing and synthesizing. Finally, they should draw conclusions and give their opinions based upon the information they read. Even though this text is a second language text, 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.

TEACHING TECHNIQUES AND ACTIVITIES

Listening Skills

Students will be asked to listen attentively to a reading without taking any notes the first time; listen again and take notes the second time, and finally listen to correct their work. In such activities students will have to read the questions before they listen the second time. Note taking should be encouraged. Techniques in note taking should be taught. Students write down the question number and jot down pertaining details on their notebooks while listening to the reading. They, then, go over their answers and formulate correct responses after having listened to the whole reading. The same activity can later on be used as a speaking activity.

Speaking Skills

Students practice their speaking skills in a variety of ways. They can prepare a project at home and present it orally in class. They can brainstorm ideas related to a certain theme. They can discuss the text, refer to their experiences and improve their general knowledge. Teachers encourage active participation, but keep order in class. Pair work is one effective way of encouraging fluency. Go around the class as students are trying to practice conversing to make sure that they are using only English. Allow at least two to three pairs to role play what they have practiced. This reinforces the seriousness of the activity. Students enjoy games. Let them work in groups. They learn a lot from peer teaching. Allow one student in each group to speak on behalf of the others. Change turns. Make use of the blackboard to keep record of what each group had to say. Announce at the end which group has won. Teach the students that they have to be active in class, but at the same time, they can learn only when there is order. One person speaks at a time and the rest have to listen. Emphasize the fact that work in groups is successful when everyone speaks in a lower than normal voice.

Reading Skills

Students practice reading silently as you are reading the text. Then allow the students to read the text themselves. Correct pronunciation. However, do not overcorrect so that students lose desire to learn. More efficient than correction is pronouncing the word yourself correctly and using the correct pronunciation in a new sentence for the student. Ask the student a quick question requiring use of the same term to see if the correction had been assimilated. Assign the text as homework to practice reading at home. All the texts are followed by discussion questions which reveal understanding of text. You may develop your own questions as well. Start with general questions which require students to skim the text. Then ask questions about specific details which require the students to skim the text for specific details.

Writing Skills

All writing skills are practiced in the Workbook. This textbook provides helpful hints at the end of each unit. The purpose of these hints is to provide the student with a grammatical guideline in order to help him/her write the new language. It should be emphasized that students be shown how to apply the information in a helpful hint rather than merely memorize it. All of the information explained in the helpful hint section is directly applied in the workbook and in the writing sections. The various themes offer the opportunity to write letters, poems, advertisements and slogans. Encourage the students to experiment with writing in the new language. After having completed this course, students should have an appreciation of the practical aspects of the English language.

ING THIS BOOK

YOUR OWN has been written for students in the first secondary who are studying English as their second foreign language. The book stresses the integration of the four skills: listening, speaking, reading and writing which are emphasized equally in all the units.

The purpose of this book is to bring the students from a basic comprehension of the English language to a higher competence necessary to tackle more difficult work. The authors of this book firmly believe that a good knowledge of English as a second language is critical to success in one's career choice. This is the reason why continuous reinforcement of vocabulary, grammar structures, and thematic ideas are stressed throughout the book.

YOUR OWN consists of five units. Themes have been chosen taking into consideration the important aspects of a student's life. Each unit begins with a brief warm-up to the unit theme. This warm-up can be used as a starting point to explore the feelings, the knowledge and the attitude of the class to the particular subject. The introduction is followed by several activities: listening, watching a video, reading, writing, or discussing in groups. Students are asked to do several reinforcement exercises in their workbooks. All units end with an assignment which either extends the subject treated into the family or the community, or calls for some research work. Students may consult the Dominant Language Feature and the Glossary sections which are found at the end of the unit.

In order to draw you into the culture of the English language and its world, all the texts used in this book are authentic. Texts have been taken from periodicals, newspapers, textbooks, scientific articles published in North America, Europe and the Middle East in order to provide you with the widest variety of reading material possible.

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