



THEMES

THEMES



National
Textbook

New Curricula

Center for Educational
Research and Development

ENGLISH
LANGUAGE
FIRST YEAR
SECONDARY

SPECIMEN

Republic of Lebanon

Ministry of Education and Higher Education

THEMES

Secondary Education
First year

Center for Educational Research and Development







General Coordinator
Assaad Eid

General Executive
Samia Abou Hamad

Consultant
Kassim Shaaban

Pedagogical Reader
Paula Abboud



THEMES

Secondary Education

First year

Sami K. Samra (Coordinator)

Nassib Ad-Daoud

Irma Ghosn

May Maalouf

Najwa Nasr

Center for Educational Research and Development



Educational Company
for Printing, Publishing and Distributing S.A.R.L.

Acknowledgments

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

- Ministry of Tourism.
- Lebanese Army - Orientation Division.
- Solidere.
- Dar Assayad.
- Friends of Nature Association.

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

Illustrations: Graphic Team CERD

Edition and Distribution:



Educational Company
for Printing, Publishing and Distributing S.A.R.L.

Printing: DAR BILAL

© CERD 1998, Sin-El-Fil, Lebanon, P.O.Box: 55264

All Rights Reserved for CERD

First Edition 1998 – 7th Reprinting 2010

... 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

Themes is a series of textbooks designed for students studying English as a second-foreign language. This is the first book for the Secondary Cycle, First Year, according to the new national curriculum.

The *Themes* series employs the integrated approach to language teaching, whereby the four skills—listening, speaking, reading and writing—are developed in all units.

Themes also follows the thematically-organized, content-based approach. It uses authentic texts on which all the activities are based. The objective of this approach is to assist students to consolidate their language and further develop their proficiency. Aspects of language are developed throughout the units. Each lesson focuses on a linguistic and/or stylistic element, some of which are repeated cyclically in more than one lesson for reinforcement.

The series encourages learner-centered instruction. Students are frequently invited to express their opinions orally and in writing. Activities are designed to involve learners in individual, pair, and group work. Out-of-class assignments include projects, research work, and reports that relate the lesson material to the learners' socio-cultural environment.

Student Book

This Student Book contains a set of 11 thematic units, each consisting of 50-minute lessons. It is the authors' opinion that the teacher should decide on the exact amount of time given for the various activities within each lesson. Since the series adopts the thematic approach, certain themes may lend themselves to longer discussions than others, varying from one group of students to another.

The texts that have been chosen are authentic. However, some modifications have been made by the authors, whenever there was a need to do so. Two types of vocabulary items have been highlighted in the texts.

1- Vocabulary items in italics: These items are explained in the margins. Pronunciation and usage are also given to help students understand the text. However, these items are not to be emphasized as "active" vocabulary items.

2- Vocabulary items in bold: These items have been selected to be emphasized and learned as "active" items. They have not been explained. The authors believe that the students should look them up and work on them with their teacher. The Workbook provides exercises to help students learn the usage of these items correctly.

The final lessons of each unit comprise various forms of assessment and evaluation.

The Authors

Themes	Number of Periods	Title of the Lesson	Page
--------	-------------------	---------------------	------

UNIT 1

Human Rights	15	L1 Children at Work	14
		L2 "We, the Working Children of the Third World..."	15
		L3 Hunger	19
		L4 No Child Need Go Hungry	23
		L5 Famine	26
		L6 Who Makes the Money?	28
		L7 Workers and Their Rights	30
		L8 Bonded Labor	32
		L9 "Imagine"	34
		L10 "Ain't I a Woman?"	36
		L11 Making a Speech	38
		L12 Speeches I	39
		L13 Speeches II	39
		L14 Project Presentations	40
		L15 Essay Writing	41

CONTENTS

UNIT 2

Human Communication	11	L1 Language	44
		L2 Linguistic Invasion	48
		L3 How Many Languages Can You Speak?	49
		L4 Sources of Information	51
		L5 Can Non-Humans Speak?	52
		L6 Chimp Talk	53
		L7 Crossing Cultures	55
		L8 Intercultural Sensitivity	57
		L9 Summary and Paraphrase	58
		L10 Essay Writing	58
		L11 Discussion of Essays	58

CONTENTS

Themes	Number of Periods	Title of the Lesson	Page
UNIT 3			
Drug Abuse	11	L1 No Prescription Needed	60
		L2 Dangerous Fakes	64
		L3 Alcoholism Part I	67
		L4 Alcoholism Part II	70
		L5 Alcoholism Part III	73
		L6 Puffing Their Lives Away	75
		L7 "It's Only Pot!"	76
		L8 Drugs and the Teenager	80
		L9 Essay Writing	82
		L10 Group Presentation	82
		L11 Group Presentation	82
UNIT 4			
Women's Issues	12	L1 Discrimination	84
		L2 Civil Rights	87
		L3 Women's Rights	90
		L4 Women Workers	94
		L5 Women and Technology	97
		L6 Women in the Army	101
		L7 Women's Attire	106
		L8 "Patterns"	109
		L9 Roles	111
		L10 Essay Writing	114
		L11 Study Skills: Worksheet	114
		L12 Oral Presentations	114
UNIT 5			
The Workplace	13	L1 Business Forms	116
		L2 The Resume	118
		L3 Success Stories	120
		L4 Child Labor	125
		L5 Job Interviews	127
		L6 Friendly Companies: Do They Exist?	129
		L7 Friendly Companies: Do They Work?	132
		L8 Goals	135
		L9 Problems at Work	136
		L10 "Mr. Loveday's Little Outing" Part I	138
		L11 "Mr. Loveday's Little Outing" Part II	142
		L12 Project Presentation	145
		L13 Essay Writing	145

CONTENTS

Themes	Number of Periods	Title of the Lesson	Page
UNIT 6			
Motion Pictures	13	L1 History and Origins	148
		L2 Oscar Anyone?	152
		L3 Film Directing	154
		L4 Failure and Success	158
		L5 What's a Movie Star?	162
		L6 A "Fairy" Tale	163
		L7 ... And the Oscar Goes to...	166
		L8 Themes in Movies	167
		L9 Movies: Reviews	170
		L10 Reaching People	173
		L11 In the Name of the Truth	174
		L12 Essay Writing	176
		L13 Class Debate	176
UNIT 7			
Economic Development and Environmental Problems	12	L1 Economic Growth	178
		L2 Pollution Control	179
		L3 Concern for the Environment	181
		L4 Hole in the Sky	183
		L5 City Planning	184
		L6 Noise Pollution	186
		L7 The Third World	187
		L8 Proposed Solutions?	190
		L9 Good Growth	193
		L10 Water Pollution	195
		L11 "London 1802"	196
		L12 Project Presentation	198
UNIT 8			
Travel and Tourism	10	L1 Have You Ever Traveled?	200
		L2 The Art of Traveling Solo	204
		L3 Being a Tourist	207
		L4 Where to Go?	209
		L5 Reviving Tourism	212
		L6 Nature Reserves	214
		L7 Dream Homes: Description	217
		L8 Master Work	220
		L9 Essay Writing	223
		L10 Project Presentations	223

CONTENTS

Themes	Number of Periods	Title of the Lesson	Page
UNIT 9			
Ancient Civilizations	14	L1 Civilization	226
		L2 Ancient Middle Eastern Civilizations	228
		L3 First Innovations	232
		L4 Phoenicia	235
		L5 The Phoenicians	237
		L6 The Alphabet	241
		L7 Mesopotamia	244
		L8 Assyria	247
		L9 Babylonia	251
		L10 How Wonderful!	255
		L11 Egypt and the Pharaohs	258
		L12 "Ozymandias"	261
		L13 Oral Presentation	263
		L14 Essay Writing	263
UNIT 10			
Recent Discoveries	11	L1 Alone in the Universe?	266
		L2 Mars: The Landing	269
		L3 Mars: Life	272
		L4 Mars: Administration	276
		L5 Mars: Mission Completed?	278
		L6 "The Fly"	279
		L7 What Is an Alien?	282
		L8 Martian Terrain	283
		L9 "Kubla Khan"	286
		L10 Project Presentations	288
		L11 Assessment: Essay Writing	288
UNIT 11			
Natural Wonders, Disasters and Mysteries	13	L1 Waterfalls	290
		L2 The Grand Canyon	292
		L3 Geological Secrets	293
		L4 Grottos	294
		L5 Earthquakes: Types	296
		L6 Earthquakes: Dangers	298
		L7 Volcanoes and Geysers	300
		L8 Volcano Eruptions	303
		L9 The Biggest Bang	305
		L10 The Bermuda Triangle	307
		L11 Paragraph Writing	309
		L12 Filling in Information	309
		L13 Reaction to Reading Material	310

