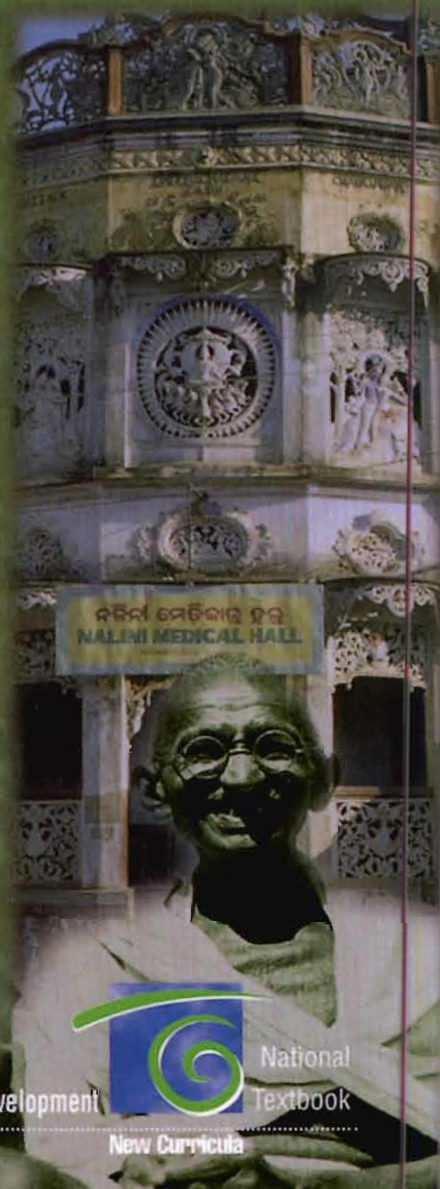


THEMES

Secondary Education
Second year
Humanities Section



Center for Educational Research and Development



National
Textbook

New Curricula

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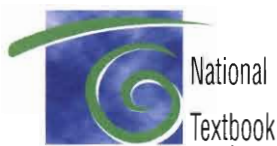
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New Curricula



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Second Year

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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.

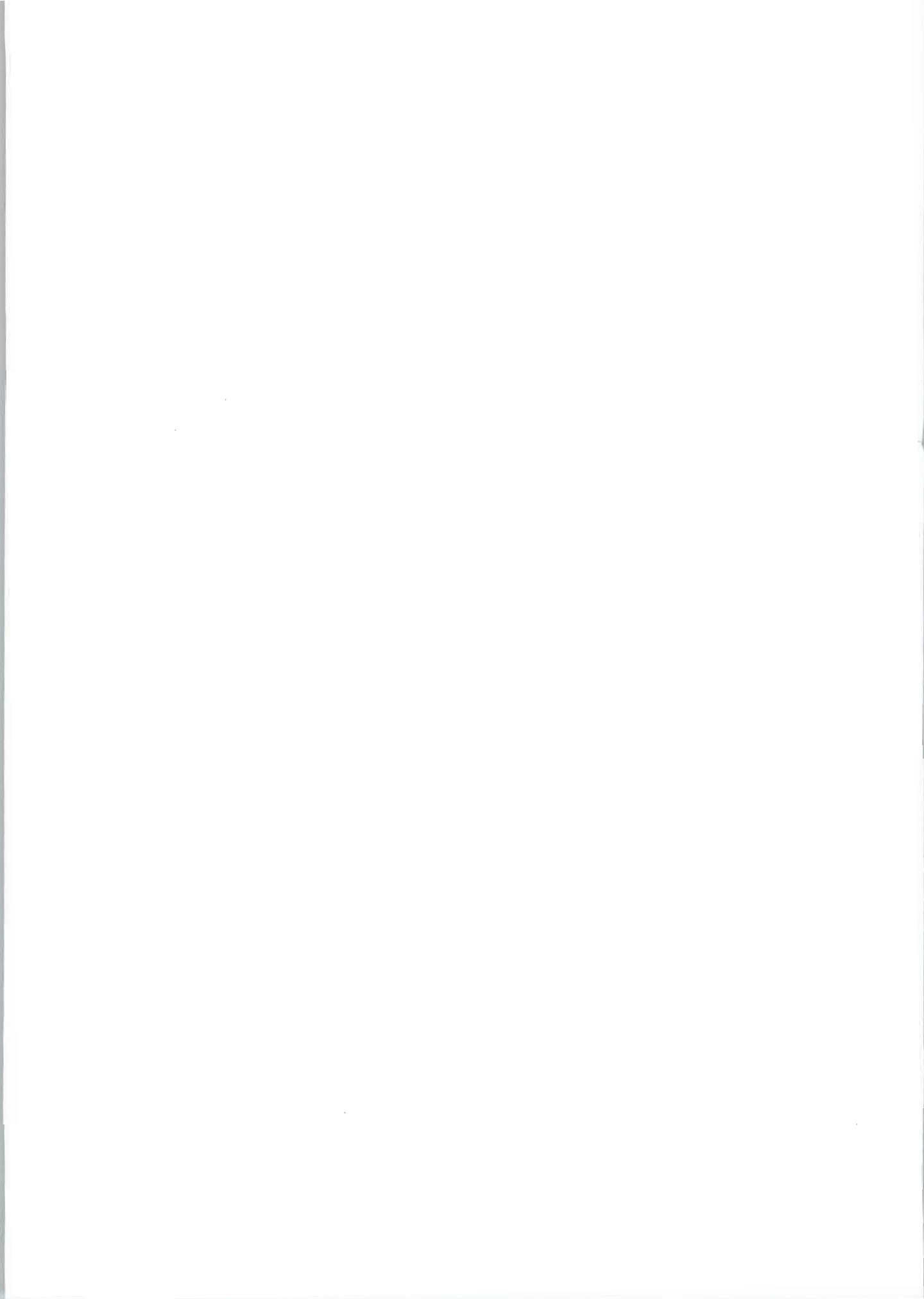
A favorite adage handed down from our old scholars: "He who criticizes you is as helpful as a co-author". Let all criticism directed at the Center be of this caliber.

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



If you want a 'strong' tree, plant a 'good' seed
If you want a 'strong' nation', plant a 'good' education
If you want a 'strong' world, plant a 'good' peace

To the Student

Themes is a series of textbooks designed for students studying English as a first foreign language. This is the second book for the Secondary Cycle according to the new National Curriculum.

Themes follows the thematically-organized, content-based approach. In this textbook, *Global Peace* is the major theme which is developed throughout the book in a set of ten thematic units grouped in three major parts:

Part I: Imprints focuses on the marks men and women have made in our world, with the first unit including the contributions that some great men and women have made in our world and hence setting up a thematic link with the units that follow; **Part II: Unity and Diversity** focuses on our community's similarities and differences; and **Part III: Reaching Out** emphasizes matters that concern all nations and shows the importance of reaching out to one another in an effort to attain global cohesiveness and peace.

The *Themes* series employs an integrated approach to language teaching, whereby the students' listening, speaking, reading, writing, cultural awareness, thinking and study skills are developed in all units. In this textbook, all the skills are consolidated in writing in the three parts with each part focusing on a different discourse or writing type: *Part I* develops the students' skills through narrative and descriptive writing, *Part II* through expository writing, and *Part III* through argumentative writing. Although there is a sequencing of material according to what authors consider best for the student learning the language at this level in this textbook, the units and many of the lessons may be worked on before, after or independently of others. This flexibility in covering the work takes into account the different needs of students. The textbook includes many authentic selections on which the activities are based. The objective of this approach is to assist students in developing their language and furthering their communicative proficiency in the world where they live. Each lesson focuses on one or more language, literary or stylistic element(s), which may be repeated cyclically in other lessons for reinforcement. The textbook is challenging in that it offers selections and activities not only for class activities, but also as a springboard for project assignments and further research work.

The series encourages student or learner-centered instruction in which students are encouraged to express their opinions orally and in writing. The activities are designed to involve learners in individual, pair, and group work. Out-of-class assignments include reports, projects, and research work that relate the lesson material to the learners' socio-cultural environment. Grammar and vocabulary skills have been integrated as tools towards developing the major skills. Three types of theme-related vocabulary items have been highlighted in the selections:

1. Vocabulary items in *italics* : These items may be needed for a better understanding of the selections and, therefore, explanations are given in glossaries (particularly in the first few lessons of each unit);
2. Vocabulary items in **bold**: These items have been included in exercises in the Workbook;
3. Vocabulary items in **bold italics**: These items are those that have been italicized by the writer in the original selection concerned.

The authors believe that learning a language is a cognitively-based skill involving application of the language in tasks that relate to the student's academic and socio-cultural environment. It is through such an approach that one can acquire the necessary proficiency and competence to perform successfully. Therefore, students should use the language as much as possible and consider this text as a springboard to further their language skills. Learning a language can be an exciting and rewarding experience towards which the authors hope this text will be a helpful source.

The Authors



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SEQUENCE OF LANGUAGE/LITERATURE FOCI IN STUDENT'S BOOK

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THEME	Focus on Language	Focus on Literature
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L4 The Realism of the Theater–Part II		
L5 The Wonders of Music and Dance	Diction: Context Clues	
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L3 Legacies		
L4 Conflicts and Resolutions–Part I		Extended Metaphors
L5 Conflicts and Resolutions–Part II		
L6 Experiences–Part I		
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