

Secondary Education
Second Year

Humanities & Sciences
Sections

On your own

SPECIMEN
غير منصوص عليه

Center for Educational Research and Development



National
Textbook

New Curricula

Republic of Lebanon

Ministry of National Education, Youth and Sports

■ ON YOUR OWN ■

Secondary Education





Second Year

Humanities and Sciences Sections

Center for Educational Research and Development



New Curricula



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ON YOUR OWN

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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

ON YOUR OWN is a six-level series for students studying English as a foreign language. The book you are presently using is for the second secondary class.

FEATURES OF THE SERIES

Integrated Skills

In the ON YOUR OWN series, all skills are integrated: listening, speaking, reading and writing. These skills are practiced in all units. The following clip arts indicate to the student which skills they are developing in each activity.



Thematic Approach

ON YOUR OWN 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 based on the texts they read. The grammatical structures are also based on the texts read. A certain amount of repetition is thus necessary. The students will be able to acquire the material and the sentence structure with ease. Teachers are requested to emphasize the visual aspect of this text in order to encourage the living aspects of the new foreign language. As this is the fourth book in the series, elements of the first three years have been reviewed. An effort has been made to integrate elements of the first three books and build upon them. In order to keep the student's interest level high, the authors have tried to vary the types of activities in each unit. It is worth noting that the content-type language learning system works most successfully when teacher and students work together to build a classroom atmosphere conducive to learning.

Critical Thinking and Learning Strategies

In all the activities and exercises used in ON YOUR OWN, students are encouraged to answer simple and more complicated questions, give their own opinions, criticize and make suggestions. It is in this way that the teacher is particularly able to adapt the textbook to his or her classroom. Certainly with classes of an advanced level, discussion can be made quite interesting. It is important to encourage the students to develop their reading skills. Skimming, scanning, reading for detail and learning to summarize are only a few of the crucial elements a teacher must keep in mind. It is hoped that the teacher will allow some time for student discussion of the themes in the book. Listening to others' opinions is stressed in the discussion sections of this textbook.

COMPONENTS of ON YOUR OWN

Each level of ON YOUR OWN contains the following components:

STUDENT BOOK

This student book, second secondary, contains 9 thematic units. Each unit consists of 3 lessons. Each lesson should be taught in two 50 minute sessions.

WORKBOOK

The workbook contains reinforcement exercises for the activities in the Student Book. A Test Your Knowledge section at the end of each unit allows the students to assess their own progress.

AUDIO CASSETTES

The audio cassette contain tape scripts for listening exercises in the Student Book and Workbook.

TEACHER'S BOOK

The Teacher's Book contains the instructional objectives to be achieved and the language features to be covered in each unit. It also includes instructions for all the activities in the Student Book and all the exercises in the Workbook, along with their answer key. Moreover, a suggested time allotment is included for each activity. Finally, the tapescripts of all the texts referred to in the Student Book and Workbook are found in the corresponding units.

A STUDENT BOOK LESSON

WARM UP ACTIVITY

In this activity, students are introduced to the theme of the unit as a whole and to that of the lessons in particular. The student is encouraged to voice his or her thoughts concerning the theme of the lessons and to acquire new vocabulary. Critical thinking is encouraged in this activity.

READING AND DISCUSSION

In this activity, students practice both silent reading and reading aloud. They acquire the skills of skimming for main ideas and scanning for details. Moreover, they learn to understand vocabulary from context and in the Vocabulary Plus exercises they will learn to apply the new vocabulary in a slightly more advanced setting. Comprehension questions range from the very simple to the more advanced.

ACTIVITIES

In this section of the book, students will participate orally by applying the sentence structures taught by the teacher. Opportunities are also given to work with a partner or in groups. Certain activities are designed to practice grammatical points considered important in the acquisition of a foreign language.

ASSIGNMENTS

The assignments are basically extensions of the theme and the work done in class. The purpose of the assignments is to show the link between the class work and real life experiences. They are also designed to integrate the class work with the family and the community. Some of these assignments can be made into short or long term projects if the teacher wishes to do so.

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