

Secondary Education  
Second Year

Humanities & Sciences  
Sections

# On your own

WORKBOOK

**SPECIMEN**  
غير مخصص للطباعة

Center for Educational Research and Development



National  
Textbook

New Curricula

# Republic of Lebanon

Ministry of National Education, Youth and Sports

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General Executive  
**Samia Abou Hamad**



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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, Educational Center for  
Research and Development**

**Nemer FRAYHA**



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# SCOPE AND SEQUENCE

Themes	Periods	Lesson Tittle	Dominant Language Features
Unit 1 Biographies of Contemporary Figures	6	L1 Naguib Mahfouz	review of tenses-pres/past/singular. plural
		L2 Who is Edward Teller?	common/proper nouns/ demonstratives
		L3 Mark Twain	punctuation/wh/questions/articles/prepositions.
Unit 2 Ethnic Realation	6	L1 People Can Live Together	Relative clauses/past and future/sentence
		L2 Adapting to a New Home	types compound/complex/compound-complex
		L3 No Two Countries Are Alike	fragments and run-ons
Unit 3 Social Differences	6	L1 Social Classes	sentence type / noun clauses/ gerunds and
		L2 Slavery	infinitives/ punctuation parallel structure/
		L3 Revolution	correlative conjunctions
Unit 4 Marriage	6	L1 Pick a Partner	passive/past/present/present perfect/
		L2 A Difficult Choice to Make	review of all tenses
		L3 A Contract of Love	
Unit 5 Overpopulation	6	L1 Too Many People on the Planet	modals/conditionals/adverbial clauses,
		L2 Can We Help Our Planet?	
		L3 Ecology and Overpopulation	
Unit 6 Traveling	6	L1 Disastrous Trips	past prefect/passive/conditionals:
		L2 Where Would You Like To Travel?	untrue present
		L3 What Would You Like To See?	

# SCOPE AND SEQUENCE

Themes	Periods	Lesson Tittle	Dominat Language Features
<b>Unit 7</b> Medical Discoveries	<b>6</b>	L1 How The World Has changed L2 Medical Progress L3 Improvements in Dentisty	passive/review of all tenses singular/plural/count/non-count nouns
<b>Unit 8</b> Recycling	<b>6</b>	L1 What Can Be Recycled? L2 100% Recycling,Not Just a Dream L3 What Do Landfills Cause?	adjective/noun/adverbial/clauses future perfect
<b>Unit 9</b> Superstition	<b>6</b>	L1 What a Bad Day L2 Read the Future in Your own Hand L3 Read Your Future in the Stars	use of adjectives/conditional general review

# Introduction to the Workbook

**T**he Workbook consists of exercises which reinforce what the students have practiced in class.

**T**he exercises are an integral part of the lesson plan and should, theoretically, be given in the context of the lesson. If, however, the class is not able to finish all the exercises in the time allotted, these exercises can be done at home.

When the exercises are done in class, the students should receive immediate feedback at the end of each exercise. Teachers should circulate in the classroom and check on students' progress.

**E**xercises which appear in the Workbook allow the students to use and reinforce the vocabulary they have learned in context. Students are encouraged to clarify the meaning of the new vocabulary words and to use them in sentences. Grammar rules which are exposed in the Student Book are also reinforced in the Workbook. In most units, the tape scripts students will hear in the Listening section are reproduced as an exercise in the Workbook. This allows the students to read the information they have acquired through listening.

**F**inally, at the end of each unit, the students will be asked to do the Test Your Knowledge section in class. This section is a half-hour round-up of the whole unit and includes the basic vocabulary and grammatical rules taught in the unit. These tests do not replace progress tests. They are a guide for both the student and teacher. The student is able to see his strong and weak points at the end of each unit, and the teacher is able to gauge what material must be reviewed before a progress test is given.

