

TEACHER'S GUIDE

**Basic Education
Grade Nine**

**English as a Second
Foreign Language**

On Your Own

New Curricula

National
Textbook



Center for Educational Research and Development

Republic of Lebanon

Ministry of Education and Higher Education

■
ON YOUR OWN

English as a Second Foreign Language

Teacher's Guide ■

Basic Education

Grade Nine

Center for Educational Research and Development



National
Textbook

New Curricula

General Executive
Samya Abou Hamad

2020/05/01

11

2020/05/01

11

ON YOUR OWN

English as a Second Foreign Language

Teacher's Guide

Basic Education

Grade Nine

Carol Ann Kfour (Coordinator)

Jocelyne Hajj Bahous

Najwa Nasr

Kate Epps Rizk

Center for Educational Research and Development

 **Librairie du Liban Publishers** SAL

UNIVERSITY OF BEIRUT

■ **Documentary Research** : Iconographic Team, CERD

■ **Publishing and Distribution** : ❖ **Librairie du Liban Publishers** SAL

Layout : Technical Team, LEPC s.a.l.

Cover : Elie Tabet

Printing : Typopress

© **CERD 2000**, Sin-EI-Fil, Lebanon, P.O.Box: 55264

All Rights Reserved for CERD

First Published 2000

Second Impression 2008

UNIVERSITY OF BEIRUT
LIBRARY

The National Textbook Project

By issuing the textbooks for the third year of each educational cycle, the Educational Center for Research and Development will have completed the third and last installment of 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 learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, acquisition of skills, 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-aids 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 qualities. Yet the textbooks of the last two years contained some negative aspects. Such is the nature of human work, no matter how good the intentions or how great the effort extended. Here constructive criticism constitutes a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We say that, with all due appreciation and respect to all those who have contributed to the success of this project.

The Educational Center for Research and Development is embarking this year on a process of evaluating the New Curricula and related textbooks, teacher training courses and student achievement. This is a natural and necessary step now that the new system has been put into effect. This process aims at identifying the curricular objectives that have been achieved as well as those that have not been achieved, with a view to proceeding with the positive aspects and correcting the negative ones.

As part of this correction process, we plan to review the versions that have been issued in order to secure good textbooks for our students, who always deserve the best.

March 13, 2000

**President, Educational Center for
Research and Development**

Nemer FRAYHA

Table of Contents

Introduction	9
Unit 1 – <i>KEEPING FIT</i>	12
Lesson 1: What is Physical Fitness?	13
Lesson 2: Skills You Need	15
Lesson 3: What Are Those People Doing?	17
Unit 2 – <i>CITY LIFE</i>	21
Lesson 1: Moving Around in the City	22
Lesson 2: Skyscrapers	26
Unit 3 – <i>MUSIC</i>	29
Lesson 1: Musical Talents	30
Lesson 2: Human Voices and Singing	34
Lesson 3: Dancing	39
Unit 4 – <i>VILLAINS</i>	42
Lesson 1: Everybody Loves Disney	43
Lesson 2: The Man Who Made Villains	47
Unit 5 – <i>THE EARTH</i>	54
Lesson 1: Man’s Destructive Powers	55
Lesson 2: Global Warming	58

Unit 6 – <i>OUTER SPACE</i>	62
Lesson 1: The Landing on the Moon	63
Lesson 2: The Solar Eclipse	67
Unit 7 – <i>RAIN FORESTS</i>	71
Lesson 1: To Be or Not To Be	72
Lesson 2: You Can Make a Difference	74
Unit 8 – <i>TECHNOLOGY</i>	77
Lesson 1: The Web	78
Lesson 2: Hello ! Hello !	81
Lesson 2: The Cell	84
Unit 9 – <i>WAR AND PEACE</i>	87
Lesson 1: What Is War ?	88
Lesson 2: Peace	90
Lesson 3: War in Literature	93
Unit 10 – <i>ENDANGERED SPECIES</i>	96
Lesson 1: Go See a Tiger Before It's Too Late	97
Lesson 2: Most Dangerous Predator on Earth ...	100