

Basic Education  
Grade Nine

English as a Second  
Foreign Language

# On your Own

New Curricula



National  
Textbook

Center for Educational Research and Development

**SPECIMEN**



# Republic of Lebanon

Ministry of Education and Higher Education



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General Executive  
**Samya Abou Hamad**



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# 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**



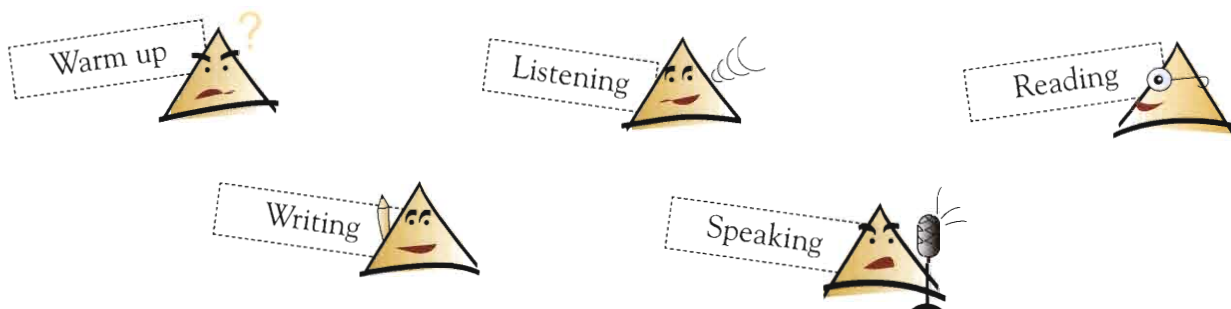
# INTRODUCTION

*ON YOUR OWN* is a six-level series for students studying English as a second foreign language. The book you are presently using is the third book for the intermediate classes, Grade Nine.

## 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 which skills are being developed during 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 on it. The vocabulary and grammar the students are taught are both based on the text. A certain amount of repetition is thus necessary so that students acquire vocabulary and sentence structure with ease. As this is the third book in the series, elements of both the first and second years have been reviewed. Exercises are presented that build on elements of the preceding years. In order to keep student 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 student 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 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. 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, Grade Nine, contains 10 thematic units. Each unit may contain 2 or three lessons depending on the theme. 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 progress.

## AUDIO CASSETTES ◆

The audiocassettes contain tape scripts for the listening exercises in the Student Book and the 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 the Workbook. An answer key is also included. Moreover, a suggested time allotment is given for each lesson as are the tape scripts for each listening activity.

# 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 lesson 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.

## READING AND DISCUSSION ◆

In this activity, students practice both to read silently and aloud. They acquire the skills of skimming for main ideas and scanning for details. They also learn to understand vocabulary from context and to apply it both in discussion and in practice exercises. 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 a group. Certain activities are designed specifically to practice grammar points considered important in the acquisition of a foreign language. Despite the fact that the author's main concern is to improve students' writing skills, a review of grammatical rules is provided in the Helpful Hints which can be found at the end of each unit.

## 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 developed into short or long term projects if the teacher so wishes.

# SCOPE AND SEQUENCE / THEMES



## 1. KEEPING FIT (3 LESSONS)

Present/Present Continuous/Question formation/sing/plural  
Paragraph format/ Topic Sentence

## 2. CITY LIFE

Present/present continuous/ past/past continuous/ present perfect  
Topic Sentence and Supporting Details

## 3. MUSIC (3 LESSONS)

Present/past/present perfect/ modals  
Outlining

## 4. VILLAINS (3 LESSONS)

Modals/ passive/ future  
Unity and Coherence

## 5. THE EARTH

1st case of conditionals/ gerunds and infinitives/ adjective clauses  
Paragraph Writing/ Illustration

## 6. OUTER SPACE

2nd case of conditionals/ adverbial clauses/ transitions  
Paragraph Writing/ Process

## 7. RAIN FORESTS

wish/untrue pres/future/adjective and adverbial clauses  
Paragraph Writing/Cause and Effect

## 8. MODERN TECHNOLOGY (3 LESSONS)

past perfect/passive with all tenses  
Paragraph Writing Recap: Illustration, process, cause/effect


## 9. WAR AND PEACE (3 LESSONS)

Noun clauses  
Paragraph Writing: comparison/contrast

## 10. ENDANGERED SPECIES

3rd case of conditionals  
Paragraph Writing-Classification

# TABLE OF CONTENTS



	PAGE
Unit 1 : ◆ KEEPING FIT	11
Unit 2 : ◆ CITY LIFE	27
Unit 3 : ◆ MUSIC	37
Unit 4 : ◆ VILLAINS	55
Unit 5 : ◆ THE EARTH	71
Unit 6 : ◆ OUTER SPACE	81
Unit 7 : ◆ RAIN FORESTS	91
Unit 8 : ◆ MODERN TECHNOLOGY	101
Unit 9 : ◆ WAR AND PEACE	115
Unit 10: ◆ ENDANGERED SPECIES	129