ENGLISH

EGYPTIAN BACCALAUREATE

2nd Year

Part 1

11



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English

Egyptian Baccalaureate

2nd Year

Advised by INTERNATIONAL BACCALAUREATE®

The International Baccalaureate™
has reviewed the pedagogical and assessment approaches underpinning this textbook.

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Introduction

This introduction presents the theoretical, pedagogical, and contextual foundations of the Egyptian Baccalaureate (EB) English program. It outlines the research base that informs the design of the course, describes the inquiry-driven pedagogy that runs through every unit, and explains the assessment principles, learner attributes, and literary resources that shape students' experience of the program. Together, these foundations position English not merely as a subject to be studied but as a sustained practice of inquiry, communication, and reflection.

Theoretical Foundations

The program is grounded in the premise that language is acquired most effectively when it is embedded in meaningful, inquiry-driven contexts rather than taught as an isolated set of rules. This premise draws on constructivist theories of learning (Vygotsky, 1978; Bruner, 1961) and sociocultural accounts of language development (Lantolf & Thorne, 2006), both of which treat language as a tool for thought and social participation rather than as an object of study in itself. It also reflects contemporary applied linguistics, which favors authentic language use over decontextualized grammar instruction (Ellis, 2003; Nation, 2001).

Building on this foundation, the program adopts principles of concept-based learning developed by Erickson (2007) and Lanning (2013). Rather than organizing instruction around discrete rules and vocabulary lists, the curriculum is structured around powerful, transferable concepts—among them identity, perspective, and responsibility—that recur across units and enable students to construct a progressively deeper understanding across multiple contexts.

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Pedagogical Framework

Inquiry-Based Learning

Inquiry-based learning is the pedagogical cornerstone of the program. Grounded in Dewey's (1938) account of experiential education and more recently synthesized by the International Baccalaureate (2018), this approach positions students as active constructors of knowledge rather than passive recipients of information. A substantial body of research associates inquiry-based approaches with greater student engagement, deeper conceptual understanding, and stronger critical-thinking skills (Hmelo-Silver, 2004; Kuhlthau, Maniotes, & Caspari, 2007).

Each unit opens with a Driving Inquiry Question that frames the learning journey. These questions are deliberately open-ended, contestable, and grounded in students' lived experiences so as to generate genuine intellectual engagement rather than encourage the pursuit of a single correct answer. Representative examples include:

- How do our choices shape our future?
- What constitutes a strong community?
- Can technology enhance human well-being?
- Why do people remember the past differently?

Students pursue these questions through integrated reading, listening, speaking, writing, discussion, research, and reflection—a multimodal approach informed by research on diverse literacies (The New London Group, 1996; Cope & Kalantzis, 2015).

Concept-Driven Instruction

Concept-driven instruction differs from topic-based or skills-only approaches because it develops transferable understanding rather than merely accumulating isolated facts (Erickson, 2007). Learning is organized around key concepts that recur across units, allowing students to revisit and refine their understanding from multiple perspectives over time.

This design reflects research on cognitive development and knowledge transfer, which shows that conceptual understanding—rather than factual recall alone—allows learners to apply what they know in unfamiliar contexts (Bransford, Brown, & Cocking, 2000; Perkins & Salomon, 1992).

The JRE+ Inquiry Model

The program employs a distinctive pedagogical framework—the JRE+ Inquiry Model—which structures learning through four interconnected phases. This

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framework synthesizes established approaches to argumentation and inquiry, including Toulmin's (1958) model of argument, the inquiry cycle developed by Kuhlthau et al. (2007), and Schön's (1983) account of reflective practice.

J—Justification

Learning begins with an authentic problem, situation, or inquiry question that demands higher-order thinking rather than simple recall (Anderson & Krathwohl, 2001). This phase activates students' prior knowledge, a practice supported by extensive research on schema theory and its role in comprehension (Rumelhart, 1980; Anderson & Pearson, 1984).

Students formulate initial positions, generate questions, and identify underlying assumptions, establishing a foundation for the investigation that follows. This process represents an application of Vygotsky's (1978) concept of the Zone of Proximal Development, in which learning is scaffolded from what students already know toward more sophisticated understanding.

R—Reasoning

Students analyze information systematically from multiple sources by comparing perspectives, identifying patterns, evaluating arguments, and constructing evidence-based explanations (Facione, 1990; Ennis, 1989). This emphasis reflects research showing that effective thinkers engage in disciplined inquiry and consider issues from several angles before reaching conclusions (Paul & Elder, 2006; Kuhn, 1999).

E—Evidence

Students are required to support every claim with reliable evidence drawn from texts, research, data, or their own investigations. In doing so, they develop information-literacy skills such as source evaluation, bias identification, and appropriate citation (ACRL, 2016).

This emphasis responds directly to contemporary concerns about misinformation and the corresponding need for critical media literacy (Hobbs, 2010; Wineburg, McGrew, Breakstone, & Ortega, 2016). It equips students to distinguish credible sources from unreliable ones—a competency essential to responsible citizenship in the digital age.

+ Reflect and Act

The cycle concludes with metacognitive reflection and consideration of real-world applications, drawing on research demonstrating that reflection enhances the transfer and depth of learning (Hattie, 2009; Kolb, 1984).

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Students are encouraged to consider how their learning might inform meaningful action within their communities, linking academic study to social responsibility—a principle central to education for global citizenship (Oxfam, 2015; UNESCO, 2014).

Contextual Relevance

National and Global Contexts

The program operates within a dual contextual framework that addresses both national educational priorities and global competencies. Learning takes place through authentic contexts that bridge local and global concerns, consistent with research on culturally responsive pedagogy (Gay, 2010; Ladson-Billings, 1995).

Students investigate topics related to Egyptian society and cultural identity, sustainable development, digital citizenship, vocational education, environmental responsibility, and global citizenship. This integration reflects Egypt's educational vision while preparing learners to participate effectively in an interconnected world.

Development of Future Skills

The course intentionally cultivates competencies identified by educational research and employer feedback as essential for university success and professional achievement (World Economic Forum, 2020; OECD, 2019), including:

- critical thinking and complex problem-solving
- effective oral and written communication
- collaboration and teamwork
- digital and information literacy
- creativity and adaptability
- self-management and lifelong learning

These competencies align with the OECD Learning Compass 2030 (OECD, 2019), which identifies the knowledge, skills, attitudes, and values students need to thrive and contribute positively in the future.

Assessment Philosophy

Assessment is integrated into the learning process itself, consistent with research on formative assessment and its role in promoting learning (Black & Wiliam, 1998; Hattie & Timperley, 2007). Students complete assessments across all four language skills:

- **Reading:** literary analysis, informational texts, and visual interpretation
- **Listening:** conversations, interviews, presentations, and lectures

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- **Speaking:** presentations, collaborative discussions, debates, and inquiry presentations
- **Writing:** reflective writing, analytical responses, opinion essays, reports, and creative writing

Inquiry tasks require students to investigate, collaborate, analyze, evaluate, create, and present so that assessment captures both language proficiency and higher-order thinking.

Reflection and Self-Assessment

At the close of each unit, students complete structured reflection activities. This practice is supported by research showing that metacognitive awareness improves learning outcomes (Hattie, 2009; Zimmerman, 2002) and builds the self-regulation skills essential for lifelong learning (Pintrich, 2000).

Academic Integrity

The program upholds rigorous standards of academic integrity, consistent with international expectations for higher education and professional practice. Students are expected to:

- produce original work
- acknowledge sources appropriately
- respect intellectual property
- collaborate ethically
- use artificial intelligence transparently and responsibly when permitted

These expectations reflect broader research on academic integrity and its relationship to ethical reasoning and professional responsibility (Bertram Gallant, 2008; McCabe, Butterfield, & Treviño, 2012).

Learner Profile

The program cultivates the following learner attributes, drawn from research on twenty-first-century competencies and global citizenship education (OECD, 2019; UNESCO, 2014):

- Inquirers—active seekers of knowledge and understanding
- Critical Thinkers—individuals who evaluate information and arguments carefully
- Effective Communicators—individuals who express ideas clearly and persuasively

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- Ethical Citizens—individuals who demonstrate integrity and social responsibility
- Responsible Decision-Makers—individuals who make thoughtful and principled choices
- Reflective Learners—learners who demonstrate awareness of their own learning processes
- Collaborative Team Members—individuals who contribute effectively to group work
- Creative Problem Solvers—individuals who use innovative approaches to challenges
- Lifelong Learners—individuals committed to continuously developing their knowledge and skills
- Proud Egyptians with a Global Perspective—individuals who combine a strong cultural identity with global engagement

Conclusion

The Egyptian Baccalaureate English program offers a theoretically grounded, research-informed approach to language education. By integrating inquiry-based learning, concept-driven instruction, and the systematic development of critical-thinking skills, it prepares learners for academic success, professional achievement, and responsible citizenship.

The JRE+ Inquiry Model provides a coherent framework for teaching and learning, while the program's dual focus on national and global contexts ensures its relevance to students' lives and futures. Through a sustained emphasis on reasoning, evidence, and reflection, the program develops not only language proficiency but also the intellectual habits on which lifelong learning depends.

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UNIT

1

Living Well in a Complex World

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Unit Overview

This unit explores how the concept of "well-being" is shaped by personal choices, social influences, and cultural contexts. It focuses on how young people understand themselves while facing modern challenges such as lifestyle habits, social media, and mental health.

You will examine how ideas of a "healthy" or "successful life" are influenced by media and society, and how these can create bias or unrealistic expectations. Through inquiry and discussion, you can develop the ability to question assumptions, evaluate evidence, and consider different perspectives.

You will be able to:

Reading: identify bias in media texts, recognize rhetorical devices such as rhetorical questions and intensifiers, and understand their effects.

Listening: compare peers' perspectives on cultural and psychological aspects of social media and respond to them.

Speaking: express and justify opinions on topics such as social media responsibility, platform redesign, and cultural influences.

Writing: use neutral and hedging language in evidence-based sentences and write reflective responses.

Content Objectives	Language Objectives
You will: • identify key concepts related to lifestyle and well-being. • explain factors affecting physical and mental well-being. • analyze how media influences perceptions of well-being. • evaluate arguments and evidence related to health and lifestyle. • construct structured arguments using Justify - Reason - Evidence (JRE).	**You will:** • use participial phrases to present evidence. • use relative clauses to support arguments. • use "If" conditionals. • use hedging techniques in writing. • use persuasive and evaluative language. • participate in structured discussions. • write analytical paragraphs using JRE.

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Inquiry Question ?

- **What does it mean to live well in a complex world?**
- **Look at the diagram and answer.**

Explain

- What message does the diagram give about balance?

Analyze

- Which element in the diagram do you think has the greatest impact on overall well-being?

Evaluate

- How far do you agree that all the elements in the diagram are equally important?



- **Look at the picture and discuss the question.**

What does having a healthy lifestyle look like?



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SECTION A : Social Reflection

1.1 Social Media and Self-Image

What it means to see yourself through social media

In today's fast-changing world, social media plays a major role in shaping how teenagers think, feel, and see themselves.

While it can inspire healthy habits and positive change, it can also create unrealistic expectations and pressure.

Inquiry Question:

- How does daily screen time on image-based apps directly affect a teenager's self-esteem?



Discussion in pairs:

Explain

- What is social media bias?

Analyze

- How can we identify bias in social media posts?

Evaluate

- Do you think social media has more positive or negative effects on teenagers' self-image? Why?

Biased language is words that show a strong opinion and are not fair or neutral.





Listening

Mass Media *

The Impossible Standard: How Social Media is Reshaping the Way Teenagers See Themselves

* *"An original pedagogical listening script custom-authored by the national curriculum development team; behavioral data and social comparison metrics synthesized from cyberpsychology frameworks regarding the "Highlight Reel Effect" and adolescent self-esteem studies (as evaluated in JAMA Psychiatry), engineered specifically to train auditory identification of media bias, intensifiers, and rhetorical devices".*

Listen to a broadcast about social media:

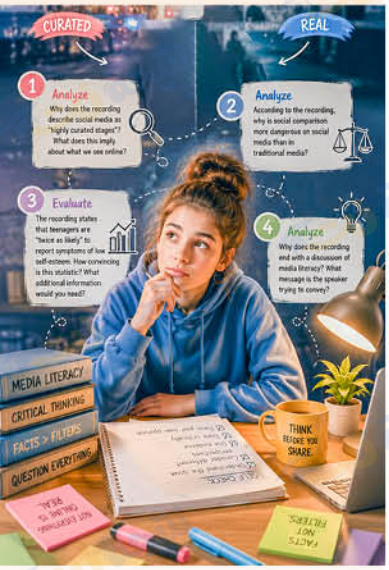
A. Listen, then answer these questions.

1. Identify

According to the recording, how have social media platforms changed over the past decade?

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2. Identify

What percentage of teenagers who spend more than three hours a day on image-based social media platforms report symptoms of low self-esteem?

.....

3. Identify

What term do psychologists use to describe the selective posting of perfect moments?

.....

B. Listen again. Complete the statements below.

1. Social media platforms have become highly ..... stages where individuals perform constructed versions of their lives.
2. The gap between ordinary people and celebrities is ..... on social media compared to traditional media.
3. Viewers instinctively treat the "highlight reel" as a ..... and accurate picture of reality.
4. The recording emphasizes that ..... is an essential skill for protecting mental health in the digital age.

C. Listen for a third time. Answer in full sentences.

1. Analyze

Why does the recording describe social media as "highly curated stages"? What does this imply about what we see online?

.....

2. Analyze

According to the recording, why is social comparison more dangerous on social media than in traditional media?

.....

3. Evaluate

The recording states that teenagers are "twice as likely" to report symptoms of low self-esteem. How convincing is this statistic? What additional information would you need?

.....

4. Analyze

Why does the recording end with a discussion of media literacy? What message is the speaker trying to convey?

.....

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Language in Context : Media Analysis

Original (Biased)	Revised (Neutral + Hedging)
• **Everyone** knows exercise is essential.	• **Many studies suggest** that regular exercise play an important role in maintaining health.
• Social media makes **all** teenagers aggressive.	• **Some research** implies that **certain** types of social media content **could** influence aggressive behavior.
• Social media destroys teenagers' confidence.	• Research indicates that excessive social media use may negatively affect some teenagers' self-esteem.
• All teenagers believe everything they read online.	• Some teenagers might accept online information without critical evaluation.
• Social media is completely dangerous and should be banned for teenagers.	• Social media presents certain risks that may warrant guidelines for teenagers.



Interactive Exercise : Rewrite the Bias

A. Rewrite these biased sentences using neutral and hedging language

1. "Social media completely controls the way young people think."

.....

2. "Teenagers waste all their time on social media."

.....

3. "Social media is the worst thing that ever happened to young people."

.....

B. Find ONE example of a rhetorical question and ONE example of an intensifier in the social media post.

Type	Example from the audio	Effect on the Listener
Rhetorical question		
Intensifier		

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Mass Media – Social Media Post



Social Media Post for Analysis

- **Read this post carefully. You will analyze its language in the activity below.**

> "I woke up at 5 am, went on a 10-km run, prepared an amazing green smoothie, and still had time for a full skincare routine. If you're not living like this, you may feel less successful than others. Every successful person I know starts the day with intense exercise and a perfectly balanced diet. There are NO excuses. Health is a choice, always."

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
highlight-reel effect	the tendency to post only the best moments online, creating a false image of reality
social comparison	evaluating yourself by comparing yourself to others
evaluative adjective	an adjective that expresses a judgment or opinion (e.g. amazing, toxic, unrealistic)

JRE

(Justify - Reason - Evidence)

1. To what extent do you think social media gives a realistic picture of life ?
   Give your claim and support it with reasons and evidence from the text.
2. What do you think of the writer's view of social media? Is it balanced or biased ?
   Support your judgment with evidence from the text.

Comprehension Check

- **Answer the following questions.**

1. Analyze

Why are teenagers more affected by social media than others?

.....

.....

.....

.....

2. Analyze

Why is social comparison considered dangerous?

.....

.....

.....

.....

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3. Evaluate



Do you think social media has a positive or negative effect on teenagers ? Support your answer with reasons and evidence from the text.

.....

.....

.....

.....

4. Explain

What is the "highlight-reel effect"? Explain in your own words using evidence from the article.

.....

.....

.....

.....

Writing in Action

Types of persuasive writing techniques & their effects

Rhetorical questions	Intensifiers	Hedging words	Absolute words
• do not need an answer • used to make the reader think **Example:** "Do I really need this?"	• make ideas stronger **Example:** (very – extremely – significantly)	• show uncertainty or caution **Example:** (may – might – could)	• state facts with full confidence **Example:** (always – every – never – no excuses)

Neutral language is balanced, objective and free from bias.



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Speaking

Discussion Questions in groups:

Analyze

- How does the writer's purpose affect the language choices they make?

Analyze

- Can the same information be presented differently depending on the audience? Give an example.

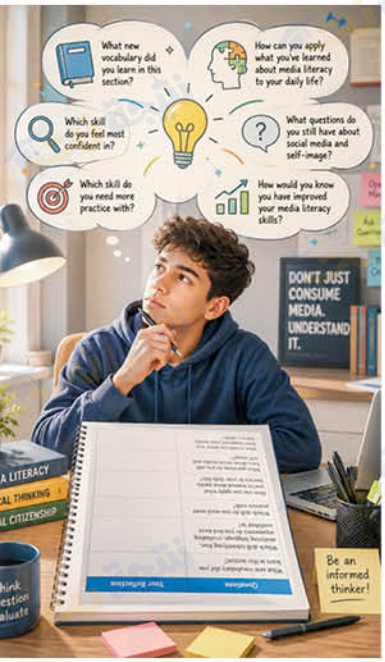
Evaluation

- To what extent does social media create unrealistic expectations about lifestyle and identity? Justify your position with reasons and examples from your own observations.

Reflection

Self-Reflection

Questions	Your Reflection
What new vocabulary did you learn in this section?	
Which skill (identifying bias, analyzing language, evaluating arguments) do you feel most confident in?	
Which skill do you need more practice with?	
How can you apply what you've learned about media literacy to your daily life?	
What questions do you still have about social media and self-image?	
How would you know you have improved your media literacy skills?	



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1.2 Exploring Modern Lifestyles

What it means to be part of modern life

Modern life moves faster than ever. Technology saves us time, yet we fill that time with more tasks, screens, and pressure. How we choose to live – our daily habits, our diet, and our sleep – shapes not only our physical health, but also our identity and sense of self.



Inquiry Question:

- **How do lifestyle habits and technology use shape identity differently among young adults in collectivist cultures (e.g. Egypt) vs. individualistic (e.g. USA) cultures?**

Discussion in groups:

Explain

- What habits do teenagers have in common today?

Analyze

- How do different lifestyles affect our well-being and happiness?

Evaluate

- Do you think today's teenagers have healthier habits than previous generations? Why? / Why not?

JRE

(Justify - Reason - Evidence)

To what extent do you think exercise improves teenagers' mental health?



JRE

(Justify - Reason - Evidence)

To what extent is physical activity important for reducing stress?

Support your answer with evidence from the text.

Habits for a Healthy Lifestyle *

* *"Synthesized and adapted by the national curriculum development team from the World Health Organization, Guidelines on Physical Activity and Sedentary Behaviour (2020). Guthold et al. Lancet Child & Adolescent Health, 2019."*

- **Read the first paragraph carefully. Underline the words that refer to healthy actions.**

1. Exercise and Physical Activity

Health experts regularly recommend that teenagers do at least 60 minutes of moderate-to-hard physical activity every day. This doesn't necessarily mean competitive sport. Activities such as cycling to school, swimming, or even a brisk walk, all count towards the daily target. What makes exercise particularly powerful is its effect on the brain: physical activity causes the release of endorphins, chemicals that reduce feelings of stress and anxiety at the same time as boosting mood and self-confidence.

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Furthermore, teenagers who exercise regularly tend to sleep more deeply and report higher levels of concentration during school hours. Despite these well-documented benefits, a landmark WHO-led study found that more than 80% of teenagers worldwide fail to meet the recommended daily activity levels, largely due to **sedentary** screen-based habits.

- **Read this paragraph and give a sentence that summarizes the main idea.**



2. Nutrition, Sleep, and Recovery

A balanced diet is widely seen as the foundation of physical and mental **well-being. Nutritionists** advise that teenagers consume a varied range of fruits, vegetables, whole grains, lean proteins, and healthy fats, while limiting their intake of **processed foods**, too much sugar, and high-caffeine drinks. Poor nutrition has been directly linked to fatigue, difficulty concentrating, and mood changes, all of which affect academic performance. Sleep is equally important, but it is often **underestimated**. Teenagers require from eight to ten hours of sleep per night to support brain development, emotional control, and physical recovery. Research published in the journal *Sleep Medicine* found that teenagers who slept fewer than seven hours per night were more likely to report symptoms of anxiety and depression. Setting up a regular bedtime routine, such as avoiding screens for one hour before sleeping, has been shown to improve sleep quality.

- **Read and discuss with your partner how to improve your mindfulness. Then, write down your notes.**

3. Mindfulness, Social Connection, and Mindful Consumption

In recent years, **mindfulness** has moved from specialist wellness programs into common education. Mindfulness involves paying deliberate attention to the present moment, and can take many forms: meditation, slow breathing exercises, yoga, or simply sitting quietly without a device. Studies suggest that even ten minutes of daily mindfulness practice leads to **measurable** reductions in stress hormones over a period of four to six weeks. Alongside mindfulness, social connection plays a very important role in emotional health. Spending quality time with friends and family — face to face rather than through screens — has been shown to reduce loneliness and build the emotional resilience needed to cope with life's pressures. Finally, many psychologists advise us to be conscious not only of what we eat, but also of the media, products, and information we absorb daily.

JRE

(Justify - Reason - Evidence)

1. Is physical activity more important than diet for teenagers' well-being?

- Justify your position using evidence from the reading.

2. Sleep, nutrition, physical activity, and mindfulness: Which is the most important for mental health?

- Defend your opinion with evidence and explanation.

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Comprehension Check

A **Answer the following questions.**

1. Explain
According to the text, what is the recommended daily activity level for teenagers? Give ONE example of how this can be achieved.

.....

2. Explain
In your own words, explain what "mindful consumption" means. Why do psychologists consider it an essential life skill?

.....

3. Analyze
How does exercise affect the brain? Use evidence from the text to support your answer.

.....

4. Analyze
What did the WHO-led study reveal about teenagers worldwide? Why does the text describe this finding as surprising?

.....

5. Evaluate
Do you think "mindful consumption" is one of the most important life skills for teenagers today? Why or why not? Use ideas from the text to support your answer.

.....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Teenagers are advised to exercise daily, even if only for a short time.	F	*Health experts recommend that teenagers do at least 60 minutes of moderate to hard physical activity every day.*
2. Teenagers who exercise regularly tend to concentrate better at school.		
3. According to the WHO, most teenagers worldwide meet the recommended activity levels.		
4. Sleep has little connection to emotional wellbeing in teenagers.		
5. Mindful consumption only refers to food choices.		

- **Note :** If you mark a statement Not Given (NG) : In one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked at.

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Vocabulary

1. **Match the following words with their meanings.**

Words	Meanings
1. well-being	**a.** involving little physical movement
2. sedentary	**b.** paying careful attention to the present moment
3. mindfulness	**c.** a state of being comfortable, healthy, and happy
4. nutritionist	**d.** any food that has been changed from its natural state often by adding sugar, salt or chemicals to make it last longer
5. underestimated	**e.** a health expert who gives advice on what to eat to stay healthy
6. measurable	**f.** not valued enough
7. processed food	**g.** noticeable or able to be tracked, counted, or seen

2. Write **TWO** sentences using the vocabulary in **bold** that you identified in the text.

.....

.....

Grammar Focus

Participial Phrases and Relative Clauses

➔ • **A participial phrase** begins with a verb in its -ing or -ed form and adds detail to the main clause. It allows you to pack more information into a single sentence without losing clarity.

Example:

• **Exercising** regularly, people reduce the risk of serious diseases.

• **Motivated** by their health goals, many individuals choose to adopt a more active lifestyle.

➔ • **A relative clause** uses **who**, **which**, or **that** to give more information about a noun.

• It allows you to define, clarify, or add evidence to the key elements of your arguments.

Application : Use participial phrases to present evidence efficiently while keeping your claim in the main clause.

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Example: Adolescents **who** sleep fewer than seven hours are significantly more likely to report anxiety.

- Both structures allow you to combine ideas and add precision- which is an important skill in academic writing.

  - People **who** eat healthy food stay fit and active. **(Relative clause)**

  - People **eating** healthy food stay fit and active. **(Participial phrase)**

Application : Use relative clauses to introduce and cite evidence, define key terms, or add nuance to your claims.

Grammar in Context

Participial Phrases & Relative Clauses

A. Find THREE examples of participial phrases or relative clauses in the reading text. Underline and annotate them in the text.

B. Combine each pair of sentences using a participial phrase.

Teenagers follow healthy habits. As a result, they improve their well-being.

C. Write two sentences about a healthy lifestyle:

– one using a participial phrase.

– one using a relative clause.

D. Write one sentence expressing a claim about a healthy lifestyle using a participial phrase or a relative clause.

Annotation : A note or comment added to something to explain it or make it clearer.

Speaking

Discuss the following questions in pairs or small groups:

- Which of the habits do you think is most important for teenagers today? Take a position, explain your reasoning, and support it with examples.
- Are any of the habits difficult to maintain in your daily life? What challenges do you face?



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Presentation Task



- **After discussing your ideas with your classmates, create a 2-3-minute individual presentation.**

Choose ONE habit:

Explain:

- Why it is important for well-being.
- How it affects individuals and society and how it is linked to their well-being.
- Include a counterargument.
- Conclude with a clear judgment.



Presentation Task Checklist

After your presentation, evaluate yourself:

1. I speak clearly and loudly. ☐

2. I look at my audience. ☐

3. I give relevant ideas and examples. ☐

4. I use appropriate vocabulary. ☐

5. I speak in full sentences. ☐

6. I give reasons for my opinions. ☐

Writing

➔ How to Structure an Analytical Paragraph

1. Topic Sentence (Claim)

Start with a clear opinion that answers the question.

This sentence should state your position and link to the question.

Example: Physical activity is more influential than diet in improving overall well-being.

2. Reason

Explain WHY you believe your claim is well supported.

This sentence should give a clear explanation and show understanding.

Example: This is because exercise directly affects both physical health and mental well-being.

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3. Evidence

Support your idea using: information from the text, examples or facts.

Example: According to the text, physical activity releases endorphins, which reduce stress and improve mood.

4. Explanation

Explain how your evidence supports your claim.

Example: This shows that exercise not only improves physical health but also has a strong impact on mental well-being.

5. Concluding Sentence

End by reinforcing your main idea.

Example: Therefore, physical activity plays a more significant role than diet in shaping overall well-being.

➔ Analytical Paragraph Rubric/Checklist

Before you submit your paragraph, check:

- **Sentence 1:** Clear claim (answers the question)
- **Sentence 2:** Clear reason (explains why)
- **Sentence 3:** Evidence from the text (fact or example)
- **Sentence 4:** Explanation (links evidence to claim)
- **Sentence 5:** Concluding sentence (restates and strengthens your idea)

Reflection

Writing Task

Choose one (or create your own) topic related to the concept of well-being:

- To what extent is sleep more important than other lifestyle factors in supporting well-being?
- How does mindfulness improve well-being more than physical habits?
- Why is social connection more important than individual habits for well-being? Justify your answer.



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1.3 Whose Responsibility Is It?

SECTION B : Shared Responsibility

Who is responsible for the way we live?

People have different opinions about who is responsible for a person's lifestyle and well-being. Some believe that individuals should make their own healthy choices and take control of their habits. Others argue that family, society, money, and social media strongly influence people's decisions. The article explores different perspectives on responsibility, well-being, and the factors that shape human behavior and identity.

Personal Choices	Family & Upbringing	Society & Media
diet, exercise, sleep, habits	values, routines, role models	advertising, culture, peer pressure





Inquiry Question:

- **What factors might affect a person's ability to live a healthy life?**

Discussion in pairs:

Explain

- What does "**taking responsibility for your life**" mean to you?

Analyze

- Look at the table above. Which factor do you think has the greatest influence over how we live?

Evaluate

- How far do personal choices shape human behavior and identity?

Brainstorming

Brainstorm : Responsibility

1. In 2 minutes, write as many words or short ideas as possible about "responsibility".

2. Group your ideas in categories (e.g. personal, school ...)

3. Share with a partner and explain one idea.

Modern Health*

"Perspectives on Responsibility and Well-being"

* *"Synthesized and adapted by the national curriculum development team from Albert Bandura's Self-Efficacy Theory (as evaluated in the Journal of Health Psychology), the WHO Social Determinants of Health (SDOH) framework, and Thaler & Sunstein's Nudge Theory of public policy."*

1. The Case for Personal Responsibility

Many health professionals and philosophers argue that personal responsibility lies at the heart of a well-lived life. From this perspective, every individual possesses the **agency**–the capacity

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to choose and act, and it is through the exercise of this agency that identity is formed. Choosing to exercise, to eat nutritiously, to sleep well, and to manage stress are not simply habits; they are expressions of who we are and what we value. Psychologists refer to this as having an "internal **locus of control**" - a belief that one's own actions, rather than external forces, determine outcomes.

Research often supports the benefits of taking personal ownership. A landmark study published in the Journal of Health *Psychology* found that individuals who scored highly on **self-efficacy** measures–that is, those who believed in their ability to make positive changes–were significantly more likely to maintain healthy behaviors over time, regardless of their socioeconomic background.

Furthermore, advocates of personal responsibility argue that framing health as someone else's problem can be **disempowering**. When individuals attribute their choices entirely to outside forces, they risk becoming passive. Taking ownership, by contrast, builds confidence, **resilience**, and a sense of purpose, qualities that are central to a positive identity.



2. Social and Environmental Influences

However, the idea that individuals are entirely responsible for their own health is increasingly challenged by social scientists and public health experts. Research in sociology demonstrates that where we grow up, how much money our family has, and the cultural rules we are raised with profoundly shape the choices available to us.

A teenager growing up in a neighborhood with no safe parks or affordable sports facilities cannot simply "choose" to exercise easily. A family with limited income may struggle to prioritize fresh vegetables over cheaper processed foods. These are not failures of willpower; they are **structural barriers**, obstacles built into the environment that restrict genuine choice.

Moreover, advertising and social media exert enormous pressure on young people. Brands invest billions in campaigns designed to shape preferences and habits, often targeting teenagers who are at a particularly impressionable stage of development.

3. The Role of Government and Shared Responsibility

A third perspective argues that responsibility is not an either-or choice; it does not belong entirely to the individual or entirely to society, but is shared. Governments, schools, families, and communities all have a role in creating the conditions that make healthy living possible and accessible.

JRE

(Justify - Reason - Evidence)

- To what extent is personal responsibility the most important factor in maintaining a healthy lifestyle? Justify your position using evidence from the reading.
- To what extent can someone be "responsible" for choices they were never truly free to make? Defend your opinion with evidence and explanation.

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In recent decades, many governments have introduced public health policies intended to guide and encourage better choices: taxes on high-sugar drinks, restrictions on junk food advertising near schools, and national campaigns promoting physical activity. Proponents argue that these measures do not remove individual freedom – they reshape the environment so that the healthier choice becomes the easier choice.

Economist Richard Thaler's concept of the "**nudge**" captures this idea precisely: small, well-designed changes to the context in which decisions are made can shift behavior without restricting freedom. From this viewpoint, responsibility is not abandoned by the individual — it is supported and shared by the structures around them.

Comprehension Check

A **Answer the following questions.**

1. Explain

According to the text, what does having an "internal locus of control" mean? Why do some psychologists consider it important for well-being? Explain your answer.

.....

2. Analyze

What evidence does the text provide to support the argument for personal responsibility? How convincing do you find this evidence?

.....

3. Explain

Explain what the text means by "structural barriers". Give TWO examples from the text.

.....

4. Analyze

How does advertising complicate the idea of personal responsibility, according to the article?

.....

5. Evaluate

Do you think Richard Thaler's idea of the "nudge" is an effective way to encourage responsible behavior? Why or why not? Use ideas from the text to support your answer.

.....

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B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Individuals with high self-efficacy are more likely to maintain healthy behaviors over time.		
2. The article argues that personal responsibility is the only factor that matters for health outcomes.		
3. Structural barriers make it genuinely difficult for some people to make healthy choices.		
4. Governments have no role to play in helping individuals make better lifestyle choices.		
5. The concept of "nudge" involves restricting people's freedom to choose.		

- **Note :** If you mark a statement Not Given (NG) : In one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked at.



Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. agency	**a.** the belief in one's own capacity to succeed
2. self-efficacy	**b.** obstacles in the environment that limit genuine choice
3. structural barriers	**c.** the power to make choices and take independent action
4. locus of control	**d.** a gentle push towards a certain behavior without force
5. resilience	**e.** a person's belief about whether they control their own life
6. nudge	**f.** the ability to recover and adapt in the face of difficulty
7. disempowering	**g.** making someone feel less capable or in control

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Speaking

Small-Group Discussion:

To what extent is it fair to hold individuals responsible for their own poor health choices? Consider factors such as access to resources, education, and social influence. Take a position, explain your reasoning, and support your view with examples.

Reflection

Presentation Task



- **Choose ONE perspective on responsibility and create an individual presentation :**
- Explain whether you agree that this perspective best explains responsibility for health using (a claim + reason + evidence).
- Include an opposing view and explain how the debate relates to personal or social identity.



Writing Task

➔ **To what extent is personal responsibility important in maintaining a healthy lifestyle?**

- **Write an analytical paragraph of (150-180) words. Use ideas from the text to support your answer using:**
  - I believe that ..... .
  - This is because ..... .
  - The text shows that ..... . However, ...
  - Therefore, ...
  - It's argued that ..... .
  - It's suggested that ..... .

.....

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1.4 Understanding Mental Health





JRE

(Justify - Reason - Evidence)

- To what extent can a single study provide sufficient evidence for drawing conclusions about teenage mental health? Defend your position with reasons and evidence.
- To what extent do cultural perspectives influence the interpretation of mental health data? Support your answer with evidence.

What it means to live under pressure in modern life

Modern teenagers face increasing pressure from many aspects of daily life. Academic demands, social expectations, and consistent exposure to digital media can affect how they think, feel, and behave.



Inquiry Question:

- **What are the main sources of stress in teenagers' lives today, and how do digital habits change the way they experience that stress ?**

Discussion in groups of four:

Analyze

- How might school, family, and social media affect teenagers' mental health?

Explain

- How do teenagers usually deal with stress?

Evaluate

- To what extent can media affect teenagers' behavior and feelings?

Listening

- **Listen to an audio recording about "Mental Health":**

Under Pressure: Understanding Stress and Mental Health in Egyptian Teenagers*

**Adapted from a school health survey, Ministry of Education, Egypt (2023). Sample: 450 students aged 14-17, mixed urban/rural.*

- **Listen and answer the following questions.**

1. Explain

According to the study, what percentage of teenagers reported high stress during exams? What were the four main causes?

.....

2. Analyze

What specific finding links physical activity to stress levels? What does "controlling for academic performance variables" mean?

.....

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3. Evaluate

How did collectivist and individualistic students differ in their coping strategies? Which approach was more effective in your opinion?

.....

4. Analyze

What difference did researchers find in access to school counseling? What type of further research did they call for, and why?

.....

Speaking



Listen to the mass media article and discuss :

- The impact of social media on teenagers in terms of causing stress.
- Which is more effective for managing stress family support or individual activities ?
- To what extent do teenagers compare themselves to others online ?
- What questions would you still need to answer before fully trusting these results? Explain why each question matters.

Grammar Focus

Conditional Structures

Academic writing requires precision, caution, and clarity. To help achieve this, we can use **conditional structures for hedging**.

• Conditional Structures (Hedging)

Conditionals allow writers to express certainty, possibility, or caution – an essential skill for JRE when making claims based on evidence.

- **First conditional** (real): "If schools offer counseling, stress levels may fall."
- **Second conditional** (hypothetical): "If more schools offered counseling, students would most likely feel better supported."
- **Third conditional** (unreal past): "If the study had included more schools, the findings would have been more conclusive."

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Reflection

Grammar in Context

A. Complete the sentences with "if" conditionals.

1. If teenagers exercise regularly, they ..... .
2. If schools had offered health support earlier, fewer students ..... stress.
3. If social media were less popular, teenagers ..... less pressure.



B. Write THREE sentences about mental health in school life. Use conditional forms.

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1.5 Assessment

Summative

Writing Task

- **Write an analytical paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to live a good life in today's world?

B. Should social media be held responsible for influencing our lifestyle choices?

C. How do cultural differences shape our understanding of well-being?

Writing Frame — Complete and Expand Each Sentence Starter

- The issue of ..... is widely discussed today.
  This paragraph examines ..... using evidence from the text.
- Firstly, ...
  This suggests that ..... .
- The text shows that ..... .
- Furthermore, ...
  This indicates that ..... .
- However, ...
- In contrast, the text highlights that ..... .
  Overall, it can be argued that ..... because ..... .
  If ..... , then ..... .

Before you write:
What knowledge and assumptions are you drawing on? What perspectives might you be missing from your paragraph?

Reflection Questions :

1. How have your views about lifestyle and well-being changed throughout this unit?
2. What new questions do you now have about mental health, social media, or public responsibility?
3. Which claims in the unit were based on solid evidence, and which were mostly opinion?
4. How did your own cultural background influence the way you interpreted the texts in this unit?
5. What new analytical or rhetorical skills have you developed?

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Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a health article for gist, identify key details, and support my answers with evidence from the text.			
	identify the main argument and supporting points in an opinion article about social media and self-image.			
	analyze a multi-perspective opinion article and identify three distinct viewpoints: personal, social, and shared responsibility.			
Vocabulary	understand and use: well-being, sedentary, mindfulness, resilience.			
	understand and use: agency, self-efficacy, structural barriers, locus of control, nudge, disempowering.			
Grammar	identify and use participial phrases (-ing/-ed) to add detail to a main clause efficiently.			
	identify and use relative clauses (who, which, that) to define or add information about a noun.			
	use conditional structures correctly to express possibilities (If ..., will / may ...) (If ..., would ...) (If... had..., would have...).			

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Media Literacy	identify biased, evaluative, and persuasive language (intensifiers, hedging, absolute language, rhetorical questions) in media texts.			
	distinguish between a fact, an opinion, and a biased claim in a social media post or article.			
JRE	construct a JRE argument: state a clear claim, give a reason, cite evidence from the text, and explain how it supports my claim.			
Listening	listen to a research-based article, answer detailed questions accurately, and explain the meaning of technical terms in context.			
Speaking	take a clear position on a discussion question, explain my reasoning, and support it with examples.			
Writing	write an analytical paragraph with a topic sentence (claim), reason, evidence from the text, explanation, and concluding sentence.			

One skill I want to work on:

.....

.....

.....

.....

.....

One thing I am proud of in this unit:

.....

.....

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CONCEPT 2 Experiences



UNIT

2 Leisure Time

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Unit Overview

This unit explores the concept of experience by showing how young people choose to spend their leisure time and what those choices reveal about identity, values, responsibility and well-being. It examines four key leisure domains: screen-based activities, the creative arts, sports, and outdoor adventurous experiences, and considers the balance between passive and active leisure.

You will evaluate how different forms of leisure affect mental health, academic performance, and social development. Through a research report, magazine articles, and a literary extract, you will practice reading critically, constructing JRE arguments, and writing analytically in context.



You will be able to:

Reading: read a report, an article and a narrative for gist and detail; distinguish fact from opinion.

Speaking: give a structured spoken opinion with reasons and acknowledge counter-arguments.

Writing: write an opinion paragraph and a reflective diary entry.

Language: use gerunds and infinitives and the three narrative tenses accurately in context.

Content Objectives	Language Objectives
You will: • identify the effects of screen time, creative arts, and sport on young people's health and identity. • analyze a research report, magazine articles, and a literary extract on leisure and well-being. • evaluate sources, and distinguish fact from opinion. • construct structured (JRE) arguments, acknowledge counter-arguments, and write analytically.	**You will:** • use gerunds and infinitives correctly after verbs, prepositions, and adjectives. • build topic vocabulary across three domains: screen time, creative arts, and sports. • write an opinion paragraph and diary entries.

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Inquiry Question ?

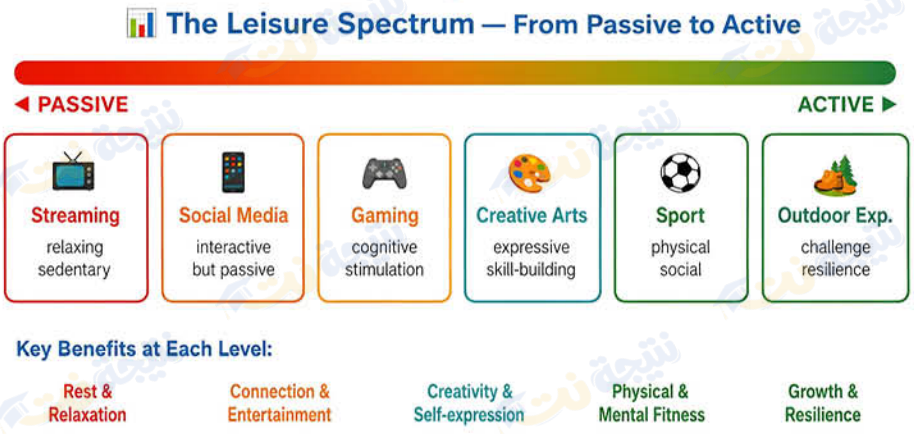
- **How can young people manage their time between screens and real-life activities?**
- **Look at the spectrum below and answer:**

Identify

- Where would you place each leisure activity shown? Why?

Analyze

- How far do you agree that passive leisure is less valuable than active leisure?



- **Look at the picture and discuss the question.**

Which activity would you most like to do in your leisure time?



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SECTION A : Leisure in a Digital World

2.1 Screen Time and Young People

What it means to navigate a screen-saturated world

This research report explores how screen time affects teenagers' mental health, self-image, and daily life. It also examines the benefits of taking breaks from screens and finding a healthy balance between online and offline activities.



Inquiry Questions:

1. How does screen time affect teenagers' mental health and social development?
2. What is the difference between healthy and harmful screen use?

Discussion in pairs:

Explain

- How does screen time affect teenagers' mental health, self-image and daily life?

Analyze

- Why do you think taking regular breaks from screens can improve teenagers' well-being?

Evaluate

- Do you agree that teenagers should find a balance between online and offline activities? Why/Why not?

Support your opinion with reasons and examples from your own experience or the report.

JRE

(Justify - Reason - Evidence)

To what extent do you think social media has a positive or negative impact on teenagers' self-image? Give evidence.





Listening

Screen Time and Young People (Research Report)*

**An original pedagogical listening script custom-authored by the national curriculum development team; it synthesizes data from the Common Sense Census (2019), the WHO's ICD-11 gaming disorder guidelines to train students in fact-versus-opinion discrimination and structured oral argumentation.*

A **Listen to the broadcast, then choose the correct answer from a, b, c, or d:**

1. What is the speaker's main purpose in this text?
   a. To prove that screens are completely harmful and should be banned.
   b. To describe the problems of screen time and suggest ways to find a healthy balance.
   c. To advertise the benefits of video gaming for teenagers.
   d. To explain how social media platforms like TikTok work.

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2. According to the speaker, the most important message about screen use is ..... .

a. screens are essential, so we should not worry about them.
b. the goal is to eliminate screen time completely
c. balance between screen use and offline activities is crucial
d. only social media is harmful, while gaming is always beneficial



B **Listen again and fill in the blanks.**

Research consistently shows that taking regular breaks from screens can improve mood, (1)..... , and sleep quality. Outdoor activities and creative hobbies offer advantages that screens cannot (2)..... . Studies show that even short periods in nature can (3)..... feelings of stress. Experts recommend the "20-20-20 rule": every 20 minutes, look at something (4)..... feet away for at least 20 seconds. Finally, young people who set clear boundaries, such as avoiding phones before bed, feel more in (5)..... of their habits.

JRE

(Justify - Reason - Evidence)

To what extent does social media have a positive or negative impact on teenagers' self-image? Give evidence.

C **Listen again and answer the following questions.**



1. Identify

According to the audio, how long do teenagers spend on screens each day, not including school time?

.....

2. Analyze

What does the audio say about the effect of social media on self- esteem? Use evidence from the audio.

.....

3. Analyze

What positive effects of gaming does the audio mention? What are the risks?

.....

4. Identify

What is the audio's key message about screen time and balance?

.....

5. Explain

The '20-20-20 rule' in your own words.

.....

JRE

(Justify - Reason - Evidence)

How can gaming be both a useful activity and a harmful one? Give evidence for each one.

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• **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Teenagers spend an average of seven hours on screens, including school screen time.	F	*Text: The seven-hour figure excludes school screen time.*
2. Heavy social media use is linked to increased anxiety and loneliness.		
3. The WHO recognized gaming disorder as a mental health condition in 2019.		
4. Taking regular breaks from screens can improve mood and sleep quality.		
5. All forms of screen time are equally harmful to mental health.		

NOTE: If you mark a statement NG (Not Given): In one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where you find it in the audio.

Vocabulary

1. Match the following words with their meanings.



Words	Meanings
1. replicate	**a.** limits or rules that show what is acceptable or allowed
2. interfere	**b.** making you feel happy, satisfied, and complete
3. fulfilling	**c.** to copy something exactly or produce something similar
4. mindful	**d.** to affect a situation in a negative way or stop something from working properly
5. boundaries	**e.** paying conscious attention to the present moment
6. withdraw	**f.** an uncomfortable feeling of nervousness or worry about something that is happening
7. addictive	**g.** to take or move out or back, or to remove
8. anxiety	**h.** causing a very strong need or desire to keep doing or using something

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2. Write TWO sentences using the vocabulary in the table in exercise 1.

.....

.....

.....

.....

• Screen Time Around the World

Country	Screen Time Trends	What Egypt Can Learn
Egypt	increasing screen time; social media popular; limited outdoor space in cities	create safer outdoor spaces
Finland	less screen time; more outdoor activities; excellent education system	balance screens with nature
USA	high screen time; growing concern about mental health	provide mental health education

• Compare and Contrast:

1. How might cultural values in Egypt influence screen time habits?

.....

2. What can Egypt learn from countries that have lower screen time?

.....

3. What unique challenges do Egyptian teenagers face regarding screen time?

.....

Speaking

Discuss the following questions in pairs or small groups:

Explain

• What do you enjoy doing in your free time? How do you decide the way you spend your leisure time?

Evaluate

• Do you think screen time counts as a leisure activity? Why or why not?

Analyze

• To what extent does social media create unrealistic expectations about lifestyle and identity?

Build your Ideas

- "From my perspective, ... because ..."
- "The evidence suggests that ..., which means ..."
- "I would argue that ..., although I acknowledge that ..."

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Presentation Task



- Give a short individual presentation on **ONE** of the topics below.

Role	Audience	Purpose
an informed student presenting to your class	classmates who will assess your presentation using the shared rubric	To persuade with a clear structure : Opening → main idea → conclusion



Topic A: How does screen time affect teenagers' mental health?
→ Use evidence from the reading. Present at least TWO effects and explain them clearly.

Topic B: Do the benefits of gaming outweigh the risks for young people today?
→ Present both sides of the argument and give your own opinion with a reason.

Topic C: What is the best way for Egyptian teenagers to balance screen time with offline activities?
→ Refer to the audio and use examples from your own daily life or Egyptian culture.

Peer Assessment Checklist

- **As your partner speaks, write Yes or No and write a short comment.**

What to Listen for	Yes / No	Your Comment
1. Did the speaker introduce the topic clearly?		
2. Did the speaker support their points with evidence from the audio?		
3. Did the speaker express a personal opinion with a reason?		
4. Did the speaker use linking words (firstly, however, in conclusion...)?		
5. Were the speaker's voice and pronunciation easy to understand?		

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➔ Self-Reflection — After Your Presentation.

• **Answer these questions.**

1. What did you do well in your presentation?

.....

2. Which language features did you use: using evidence, expressing an opinion, contrasting ideas or concluding?

.....

3. What would you improve if you gave this presentation again?

.....

Writing Reflection



Writing Task

• **Choose ONE topic, or create your own topic related to screen time and well-being. Write Five (5) sentences about it:**

Evaluate

• To what extent is screen time more harmful than beneficial for teenagers?

Evaluate

• Should schools restrict students' use of social media? Give your view.

Analyze

• To what extent is a balance between screen time and other leisure activities the key to well-being?

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2.2 Creative Arts as Leisure Activities

What it means to grow through the arts

Creative activities like drawing, making music, and writing play an important role in young people's lives. While many teenagers spend long hours on screens, the creative arts offer a different and more meaningful experience. This text explores how creativity can improve the brain function, emotional well-being, and personal development. It also shows how creative activities help teenagers express themselves and build important life skills.

Inquiry Question:

- **How do creative arts contribute to teenagers' self-expression and identity formation ?**



Discussion in groups of four:



Explain

- How do creative activities benefit young people's mental health and development?

Evaluate

- Should schools give students more time for creative leisure activities? Why?



Diagram 3: Benefits of Creative Arts (Mind Map)

Creative Arts Are Good for Your Brain and Your Soul*

** "Synthesized and adapted by the national curriculum development team from contemporary cognitive neuroscience on cortisol and brain plasticity, Csikszentmihalyi's psychological framework of 'flow' state, and Arts Council England's strategic research on youth emotional resilience.*

- **Read the article carefully. Each paragraph has a primary theme. Match the titles provided in the list below (A–E) to the correct paragraph (1–5). Write the letter of the corresponding title next to the paragraph number.**

Titles: **A.** Developing Valuable Collaborative Skills
B. Building Resilience Through Failure
C. The Psychological Benefits of "Flow"
D. Self-Expression and Cultural Identity
E. Creative Hobbies and Cognitive Growth

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1. .....

Ask anyone who has ever lost themselves in a painting, a song, or a story, and they will tell you: creative activity is unlike anything else. Time slows down, worries fade, and there is only the work in front of you. Psychologists call this state "flow": a condition of complete absorption in a meaningful task. Research suggests that even thirty minutes of creative **engagement** per day can measurably reduce levels of the stress hormone cortisol, offering young people a natural, accessible form of emotional recovery.

2. .....

The benefits of creative leisure go far beyond simple relaxation. Neuroscientists have found that making art, whether drawing, playing an instrument, or writing, activates multiple regions of the brain. It strengthens neural connections and improves **cognitive flexibility**. Unlike passive screen-based entertainment, creative activity demands that the brain produce rather than merely consume. In other words, creative hobbies literally make you smarter, and the evidence for this is growing stronger with each decade of research.

3. .....

For teenagers, creative arts offer something especially valuable: a space for **authentic** self-expression. During the teenage years, young people are constantly figuring out who they are, who they want to be, and how they fit into the world. Art provides a safe, non-judgmental **arena** for this exploration. In Egypt, traditional art forms such as calligraphy, arabesque design, music, and storytelling offer additional layers of cultural meaning, connecting young people to their heritage while allowing them to understand it in a new and contemporary way.

4. .....

Collaboration is another strong benefit. A school orchestra, a drama production, a street art collective — all of these require young people to listen to each other, and work toward a shared goal. These are skills that no classroom test can measure, yet employers and universities consistently rank them among the most valuable skills a young person can possess.

5. .....

Perhaps most importantly, creative arts teach young people to embrace failure. In art, there is no single correct answer. A painting that does not turn out as planned is not a failure — it is a lesson. A musician who plays a wrong note in a concert learns more from that moment than from any perfect **rehearsal**. Research by Arts Council England showed that young people who regularly engage in creative activities show greater emotional resilience and are more likely to volunteer in their communities, suggesting that the benefits extend far beyond the individual.

JRE

(Justify - Reason - Evidence)

1. To what extent do you think failure is important for learning? Give an example from the text.
2. How do creative hobbies make people smarter? Mention scientific evidence from the text.

JRE

(Justify - Reason - Evidence)

- Is collaboration one of the benefits of creative arts? Explain your opinion using evidence from the passage.
- To what extent are creative arts important for teenagers' brain development? Find evidence from the passage to justify your opinion.



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Comprehension Check

• Answer the following questions.

1. Identify

In the first paragraph, what word does the writer use to describe the state of complete absorption in a task?

.....



2. Analyze

According to the article, how do creative activities affect the brain? Use evidence from the text.

.....

3. Analyze

What does the article say about teenagers and identity? Why are the creative arts particularly valuable at this stage?

.....

4. Explain

Name two social benefits of creative collaboration mentioned in the article.

.....

5. Evaluate

The writer says that "embracing failure" is an important benefit of the creative arts. Do you agree? Why?

.....

Vocabulary

• Match the following words with their meanings.

Words	Meanings
1. engagement	**a.** relating to mental processes such as thinking, understanding, and learning
2. cognitive	**b.** the ability to change or adapt easily to new situations
3. flexibility	**c.** the act of being involved or interested in an activity
4. authentic	**d.** a practice session for a performance before the real event
5. arena	**e.** real and genuine, not false or copied
6. rehearsal	**f.** a place or situation where a particular activity happens

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Grammar Focus

A gerund (verb + -ing) acts as a noun.
An infinitive (to + base verb) follows many common verbs and adjectives.

• **Gerunds & Infinitives: Form, Use, and Meaning**

Form	Example
Gerund = verb + (-ing) (used as a noun)	- **Swimming** is good for your health. - She enjoys **painting**.
Infinitive = to + base verb	- She wants **to learn** new skills. - He decided **to stop** gaming.

Verbs + Gerund (-ing)	Verbs + Infinitive (to+verb).	Verbs + Both
enjoy **doing**	want **to go**	like / love
avoid **going**	hope **to visit**	hate / prefer
suggest **trying**	decide **to start**	begin / start
consider **taking**	plan **to do**	remember
practice **speaking**	choose **to stay**	stop
finish **reading**	agree **to help**	try
imagine **living**	manage **to finish**	forget / regret

• **More Examples:**

- He is talented **at painting**.
- She was too shy **to perform**.
- He joined the choir **to improve** his voice.
- Try **to eat** more vegetables. **(make an effort, or attempt)**
- Try **eating** more vegetables. **(see if it helps)**
- Let's **go** swimming.

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Grammar in Context

- **Complete with the correct form (gerund or infinitive).**

1. She enjoys ..... **(paint)** in her free time. She says it is a form of emotional and mental relief.
2. He decided ..... **(join)** the school orchestra despite being nervous.
3. I remember ..... **(see)** that documentary about Egyptian street art – it was inspiring.
4. Stop ..... **(compare)** yourself to others on social media.
5. She is skilled at ..... **(express)** her emotions through poetry.
6. On his way home, Omar stopped ..... **(buy)** his mom her favorite magazine.

Writing

Opinion Paragraph

What is an Opinion Paragraph?

An opinion paragraph is a short piece of writing where you give your opinion about a topic and support it with reasons and examples.

How to Structure an Opinion Paragraph

- **Opinion (Claim)** → State your opinion clearly.
- **Reason** → Give a reason to support your opinion.
- **Example / Evidence** → Add an example or explanation.
- **Conclusion** → Restate your opinion in a different way.

Useful Expressions

- I believe that...
- In my opinion,...
- This is because...
- For example,...
- In conclusion,...

Do you think young people today spend too much time on screens and not enough time on creative or physical activities?

Write an opinion paragraph of (150 - 180) words expressing your opinion and supporting it with reasons and evidence.

- **Include:**

→ Verbs + gerunds (at least Two)

→ Verbs + infinitives (at least Two)

→ Verbs whose meanings change (at least One)

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SECTION B : Lifelong Activity

2.3 Sport and Physical Activity as Leisure

What it means to move, compete, and belong

Sport is one of the most beneficial leisure activities for young people. It improves not only physical health but also mental well-being. However, many teenagers today are becoming less active due to screens and academic pressure. In this lesson, we will discover why moving more can change your life.



Inquiry Question:

- **What are the physical, mental, and social benefits of sport for young people?**



Discussion in groups of four:

Explain

- Why do many teenagers stop playing sports as they get older?
- What can be done to keep them engaged in sports?

Analyze

- Using the pyramid below, discuss how sport builds from physical fitness up to life skills and character.





Listening

The Benefits of Sports Pyramid : From Foundation to Peak

"Moving More: Why Sport Matters for Young People"*

Discuss in pairs:

- **Why do you think many teenagers stop playing sports as they get older?**

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JRE
(Justify - Reason - Evidence)
To what extent are the mental and social benefits of sport more important than the physical ones? Explain your view.

JRE
(Justify - Reason - Evidence)
How far can sport help young people succeed in academic and professional life? Give reasons.





A **Listen to the audio and choose the correct answer from a, b, c or d:**

1. According to the recording, what has caused the "movement crisis" among young people?
- a. Lack of sports facilities in schools
- b. Screen time and academic pressure
- c. Parents not encouraging sport
- d. The cost of sports equipment

2. What psychological benefits of team sports does the speaker mention?
- a. Better grades and exam results
- b. Higher self-esteem, emotional regulation, and social competence
- c. Enhanced long-term memory capacity and sharp focus
- d. Increased competitiveness

3. What life skills does sport teach, according to the recording?
- a. How to win at all costs
- b. How to handle loss, support teammates, and persevere
- c. How to avoid failure
- d. How to compete alone

4. Why do some young people have no access to sport?
- a. They are not interested
- b. A lack of free time due to conflicting personal commitments
- c. Because of cost, location, or lack of resources
- d. Their parents don't allow it

5. What is the most important factor for staying active according to the recording?
- a. Having expensive equipment
- b. Being forced to compete
- c. Finding personal enjoyment
- d. Having a personal trainer

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B **Listen again and complete the summary using words from the box.**

access - competitive - enjoyment - inactive - life skills - psychological - team

1. Many teenagers are ..... A "movement crisis" has been created by screen time and academic pressure.
2. The ..... benefits of sport include better self-esteem and emotional regulation. Sport also teaches ..... like losing gracefully and persevering.
3. ..... to sport is not equal for everyone. Cost, location, and lack of resources can prevent participation.

C **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The WHO recommends at least 60 minutes of physical activity per day for young people aged 5 - 17.		
2. The 2024 Egyptian survey found that most secondary students met the activity targets.		
3. Team sports help young people develop self-esteem and emotional regulation.		
4. All young people have equal access to sports facilities.		
5. Enjoyment is the strongest predictor of long-term participation in sport.		



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Speaking - Individual Presentation (3-4 minutes)

Role	Audience	Purpose
a student making a short case to the class	peers assessing your presentation using the shared rubric	to inform or persuade, using evidence from the reading

Explain

- Describe a sport or physical activity you enjoy. Explain how it benefits your well-being. Use evidence from the reading.

Evaluate

- Argue for or against: "Physical education should be compulsory every day in Egyptian secondary schools." Give two arguments and one counter-argument.



Writing in Action - Word Families

Word families are groups of words that share the same root but belong to different grammatical categories: nouns, verbs, adjectives, and adverbs. Recognizing word families helps you understand new words faster, expand your vocabulary, and use words correctly in writing and speaking.

Example: **"act" → the root of the word**

action (**noun**). act / activate (**verb**).

active (**adjective**). actively (**adverb**).

Reflection

A **Complete the text with the correct form of the words in brackets:**

1. Sport has a ..... **(significance / significant)** impact on teenagers' mental health.
2. Many students do not ..... **(participation / participate)** in any physical activity.
3. The game was played ..... **(competitively / competition)** , with both teams trying their best.
4. Young people find sport more ..... **(enjoyable / enjoyment)** when they choose it freely.

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B Word formation and Error Analysis:

Instructions:

Read the paragraph below. Identify the word-form errors, correct them, and explain why each form is incorrect. Focus on the grammatical function of each word in context.

Paragraph:

The increasing popular of social media has changed the way young people communicate. While online interaction can be benefit, excessive use may have negative effects on users' confidence on digital platforms, which may reduce face-to-face communicate. Therefore, it is important to promote the responsibly use of technology.



Error Analysis

Incorrect Form	Correct Form	Explanation

C Use at least four words from the word families above in a short paragraph.

Explain why some students remain motivated to exercise while others lose motivation.

.....

.....

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2.4 Not Exactly a Relaxing Day



What it means to find meaning through unexpected outdoor experiences

When we face unexpected situations outdoors, we often learn lessons that contribute to our personal experience and mental growth. For instance, being caught in a sudden rainstorm or navigating a difficult trail forces us to be fully present in the moment. This shift in focus moves us away from daily stressors and towards the immediate environment. Ultimately, overcoming these obstacles provides a sense of excitement and achievement that makes the experience truly meaningful.



Inquiry Question:

- **What does genuine leisure require: comfort, challenge, or something else?**

Discussion in groups of four:

Explain

- Can difficulty or physical effort make a leisure experience more meaningful?

Brainstorming:

Think of a time you did something active: a long walk, a bike ride, or a swim in the sea that you did not expect to enjoy. How did you feel during it? How did you feel afterwards?

JRE

(Justify - Reason - Evidence)

- As you read, note the narrator's changing mood and tone. Underline the words or phrases that show how his feelings shift.
- Give one sentence that summarizes the narrator's initial experience (paragraph 2).
- As the narrator's attitude changes, underline each word or phrase that marks the change.

Not Exactly a Relaxing Day*

- **Literary Extract: A personal narrative set along the Nile**

* *"An original pedagogical narrative set along the Nile, custom-authored by the curriculum development team to structurally scaffold the interaction of three past narrative tenses and model emotional shifts across the passive-to-active leisure spectrum.*

1. Read the extract carefully. As you read, note the narrator's changing mood and tone and underline words or phrases that show how his feelings shift

My idea of leisure was simple: stay at home, watch a series, and do absolutely nothing. I used to believe that the best way to spend a free day was in complete stillness- a full afternoon on the sofa, curtains half-closed against the afternoon sun, and a cold glass of water on the table beside me. However, my friend **insisted** that I join him on a cycling trip along the Nile. " It will be relaxing," he said. " You'll feel amazing afterwards." I believed him.

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2. Read the next section. Give a sentence that summarizes the narrator's initial experience.

We started early in the morning, before the city had fully woken up. The air was still cool, the road was quiet, and the Nile **shimmered** softly beside us. For the first hour, everything felt exactly as promised. We cycled slowly, enjoying the view of the river, the sound of the water, and the occasional call of birds settling on the bank. I even began to think that outdoor activities were not as exhausting as I had always imagined and that my friend had been right all along.

JRE

(Justify - Reason - Evidence)

To what extent does the friend play an important role in the narrator's experience?

3. As you read the following sections, underline any word or phrase that shows the narrator's attitude changing.



Then, things changed. The road became longer and less shaded. The sun, which had been gentle and golden at dawn, grew stronger and more direct as the morning **wore on**. My energy began to disappear. My friend, who clearly had considerably more experience, continued cycling as if nothing had happened, as if the heat were simply decoration and the distance were a minor detail. Meanwhile, I **struggled to keep up**. My legs ached. My breathing was uneven. At one point, I seriously considered giving up and calling a taxi home.

But something stopped me. Perhaps it was pride, the unwillingness to admit defeat in front of someone who was making it look so effortless. Or perhaps it was something less comfortable to admit: I was genuinely curious whether I could finish. Step by step, I kept going. We took short breaks in the shade, drank water, laughed at my complaints, and continued moving forward. Each time I thought about stopping, I took one more **pedal stroke** instead.

JRE

(Justify - Reason - Evidence)

Difficult experiences can lead to greater satisfaction. To what extent do you agree? Give evidence from the text.



When we finally stopped, I realized we had cycled much farther than I had expected. I was exhausted in a way I had never quite experienced before – a deep, physical tiredness that sat in my legs and shoulders like warm sand. But I was also strangely satisfied. Sitting beside the Nile, drinking cold juice, watching the afternoon light change on the water, I felt a **sense of achievement** that no quiet afternoon at home could ever have given me.

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That day changed my understanding of leisure. It is not always about comfort or doing nothing. Sometimes, the best moments come from effort, from pushing past the point where you wanted to stop, and from discovering – with some surprise – that you were more capable than you thought.

The Narrator's Emotional Journey: From Expectation to Reflection

	Stage (1)	Stage (2)	Stage (3)	Stage (4)	Stage (5)	Stage (6)
Story Stages Details	"It will be relaxing"	**First hour:** calm & hopeful	**Mid-morning** Sun stronger: doubt creeps in	**Low point** Considering giving up	**Turning point** Pride takes over: keeps going	**End**: exhausted but fulfilled
Narrator's Emotions	Confident	Relaxed	Uncertain	Tempted to quit	Determined	Satisfied & changed

Evaluate

- **Look at the table. At which stage do you think the narrator felt most uncomfortable?**

Comprehension Check

- **Answer the following questions.**



Analyze

- How does the narrator describe his ideal leisure day at the beginning of the extract? What does this suggest about his personality?

.....

- What stopped the narrator from giving up? Give TWO reasons from the text in your own words.

.....

Identify

- How does the narrator describe the first hour of cycling? What two things changed as the morning continued?

.....

Evaluate

- Do you think the cycling trip changed the narrator for the better? Why or why not? Use evidence from the text to support your answer.

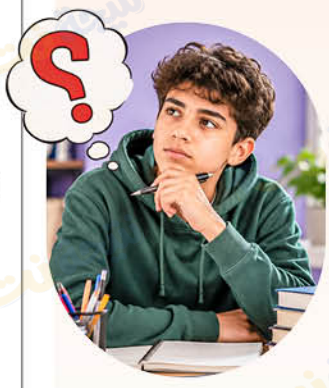
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Vocabulary

A **Match the following words and phrases with their meanings.**

Words	Meanings
1. insisted	**a.** to shine with a soft, slightly moving light
2. wore on	**b.** demanded firmly and repeatedly that someone do something
3. struggled to keep up	**c.** had difficulty moving at the same speed as someone else
4. shimmered	**d.** a strong, proud feeling gained from completing something difficult
5. pedal stroke	**e.** passed gradually (used of time)
6. sense of achievement	**f.** a single push of the pedal when cycling



B **Complete each sentence with the correct word or phrase from the box.**

wore on - insisted - struggled to keep up - sense of achievement - kept going

1. As the afternoon ....., the heat became increasingly difficult to bear.

2. Although she was exhausted, she ..... and eventually crossed the finish line.

3. My coach ..... that we train every day, even during the holidays.

4. She ..... during the first few weeks, but her fitness gradually improved.

5. Finishing the race gave her an enormous ..... that she had never felt before.

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Writing

➔ How to Structure Your Diary Entry:

A diary entry is a form of autobiographical writing in which one records their personal experiences, thoughts, feelings, and observations on a regular basis.

Section	What to include
Opening	Date and salutation (e.g., Dear Diary, Friday...) Set the scene: where you were, what you had just done.
The story	Recount the main events in order using narrative tenses. Include: the first hour (positive), the turning point (difficulty), the decision to keep going.
Turning point	Describe the moment you most wanted to stop. What stopped you? Use Past Continuous to show what was happening around you at that moment.
The ending	How did it feel when you finally stopped? Use a simile or vivid detail to describe your exhaustion and your satisfaction.
Reflection	What did this experience teach you about yourself? About leisure? This is the diary's message — make it personal and honest.
Final sentence	End with a memorable line that captures your key insight. It can be funny, philosophical, or both.

The purpose of a Diary

A diary entry serves several functional and psychological roles :

- A "safe" outlet
- Self-reflection and clarity
- Creative growth
- Stress reduction

Writing Reflection

Role	Audience	Purpose
You are the narrator of the extract.	Yourself – your private, honest reader	To reflect and make sense of the day

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• **Write a diary entry from Saturday evening.**

Describe what happened, how you felt, and what you have learned about leisure and happiness. Write in an engaging and reflective style (**150-180**) words.

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➔ Diary Entry Checklist:

1. I wrote the date at the beginning ☐
2. I started with a suitable greeting (Dear Diary,) ☐
3. I described a clear personal experience ☐
4. I explained what happened ☐
5. I expressed my feelings and thoughts clearly. ☐



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2.5 Assessment

Summative

Writing Task

- **Write an opinion paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to have a balanced leisure life in today's world?

B. Should young people be held responsible for their own leisure choices, or does society play a greater role?

C. How do cultural differences - including Egyptian values - shape what we consider to be worthwhile leisure?

Writing Frame — Complete and Expand Each Sentence Starter

- The question of ..... is widely debated today. This paragraph examines ..... using evidence from the text.
- I believe that ..... because ..... .
- This is an important issue as ..... .
- One reason is that ..... .
- This means that ..... .
- For instance, ...
- In conclusion, I strongly believe that ..... .

Reflection Questions

1. How have your views about leisure and well-being changed during this unit?

.....

2. What new questions do you now have about screen time, creative arts, or sport?

.....

3. Which claims in the unit were based on solid evidence, and which were based mostly on an opinion?

.....

4. How did your own Egyptian cultural background influence the way you interpreted the texts?

.....

5. Which grammatical structure do you find most challenging in this unit? Why?

.....

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Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a research report , magazine articles , and a literary extract for gist and key detail.			
	analyze how Egyptian cultural values shape leisure choices and attitudes in a text.			
	read a personal narrative for gist and identify how the narrator's mood shifts across the text.			
Grammar	identify verbs followed by the gerund (-ing form) and use them correctly in sentences (e.g., enjoy, avoid, suggest, finish, practice).			
	identify verbs followed by (to + infinitive) and use them correctly in sentences (e.g. want, decide, hope, plan, manage).			
	identify verbs that can be followed by either the gerund or (to + infinitive) and explain any difference in meaning (e.g. stop, remember, try).			
	use to + infinitive to express purpose, desire, or intention in writing and speaking.			
Listening	listen to a broadcast about screen time, answer detailed questions accurately.			
Writing	write an opinion paragraph of (150–180) words.			
	write a diary entry of (150–180) words in an engaging, reflective first-person style using narrative techniques.			
	use the diary entry language checklist: narrative tenses, lesson vocabulary, a simile, contrast, personal voice, and a reflection.			
JRE	construct structured arguments, acknowledge counter-arguments, and write analytically.			

One skill I want to work on:

.....

One thing I am proud of in this unit:

.....

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Consolidation Review A

1 Choose the correct answer from a, b, c, or d.

1. After improving her sleep, diet, and relationships, Hind noticed a clear improvement in her **well-being**.

What does **well-being** mean in this context?

a. The state of being healthy, comfortable and happy.

b. The ability to become famous online.

c. The habit of avoiding all responsibilities.

d. The process of comparing yourself with others.

2. A podcast host invited only guests who agreed with his views and dismissed opposing opinions without discussing them fairly. Listeners described the program as **biased**.

Which situation is the clearest example of being "**biased**"?

a. A judge scores every performance according to the same published rules.

b. A judge gives a friend a higher score even though another performer clearly did better.

c. A judge asks another official to review a result that is extremely close.

d. A judge changes a score after noticing a genuine mistake in the first calculation.

3. Constant **social comparison** made Ahmed feel that his life was less successful than the lives he saw online.

What does **social comparison** mean in this context?

a. Judging yourself by comparing your life with other people's lives.

b. Discussing social problems with friends.

c. Studying the traditions of different societies.

d. Sharing personal information online.

4. "A **mindful** student thinks before sharing photos online." The underlined adjective **mindful** has an antonymous meaning to ..... .

a. attentive

b. aware

c. thoughtful

d. careless

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5. The musicians attended several **rehearsals** before performing in front of the audience. What does **rehearsal** mean in this context?

a. A practice session held before a performance.

b. A competition between different musicians.

c. A public performance for a large audience.

d. A written review of a musical event.

6. Many students enjoy ..... music or painting in their free time.

a. create

b. creating

c. to creating

d. created

7. Nour decided ..... the school orchestra to develop her musical skills.

a. joining

b. joined

c. to join

d. join

8. When someone becomes completely absorbed in a creative activity and loses track of time, they experience a state of .....

a. flow

b. anxiety

c. withdrawal

d. competition

9. After completing the difficult cycling trip, the narrator felt proud and experienced a strong .....

a. structural barrier

b. screen boundary

c. sense of achievement

d. social comparison

10. Setting clear screen-time ..... can help young people balance online and offline activities.

a. boundaries b. rehearsals c. achievements d. comparisons

11. Completing a difficult physical activity can give a person a strong sense of .....

a. failure b. boredom c. achievement d. addiction

12. Which persuasive technique is used in the sentence, "Do we really want to live in a world full of pollution?"

a. Hedging words

b. Intensifiers

c. Rhetorical questions

d. Absolute words

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13. What is the main effect of a rhetorical question?

a. To make the reader think
b. To show uncertainty
c. To weaken an argument
d. To give detailed evidence

14. Which of the following is an intensifier?

a. might
b. never
c. extremely
d. could

15. What is usually included in the closing of a diary entry?

a. A final thought, feeling, or hope
b. A formal signature
c. A bibliography
d. A list of instructions

2 Only one sentence in each group is grammatically correct. Choose the correct answer.

1. a. Teenagers who practice mindfulness often manage stress more effectively.
b. Teenagers which practice mindfulness often manage stress more effectively.
c. Teenagers practicing mindfulness, they often manage stress more effectively.
d. Practicing mindfulness, stress manages teenagers more effectively.

2. a. If schools offer counseling, students may feel better supported.
b. If schools offered counseling, students may felt better supported.
c. If schools had offer counseling, students would have felt better supported.
d. If schools offer counseling, students would have felt better supported yesterday.

3. a. She suggested to take a short break from the screen.
b. She suggested taking a short break from the screen.
c. She suggested take a short break from the screen.
d. She suggested took a short break from the screen.

4. a. By the time we reached the river, the sun had already risen.
b. By the time we reached the river, the sun has already risen.
c. By the time we reached the river, the sun was already rise.
d. By the time we reached the river, the sun had already rose.

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3 Read the text, then answer the questions.

Nadia used to enjoy taking photos, but recently, posting them on social media had become stressful. Every morning, she checked the accounts of several popular teenagers before getting ready for school. Their clothes always looked fashionable, their rooms seemed perfect, and their weekends were full of exciting activities. Nadia began to feel that her own life was ordinary and uninteresting.

One Friday, Nadia and her best friend, Jana, went to a small café after school. They laughed, talked about their week, and shared a piece of chocolate cake. Nadia took several photos, but before posting one, she spent nearly twenty minutes editing it. She changed the light, removed a small mark from her face, and carefully chose a picture that made the café look more expensive than it really was. Finally, she posted it with the words, "Perfect afternoon!"

A few minutes later, the photo received many likes. At first, Nadia felt pleased. Then Jana looked at her and smiled. "It was a lovely afternoon," she said, "but it wasn't perfect. We waited thirty minutes for our food, and you almost dropped the cake!" They both laughed. Suddenly, Nadia realized something important. She was doing exactly what other people did online—showing only the best part of an experience.

That evening, Nadia looked again at some of the accounts she usually followed. This time, she viewed them differently. Perhaps the people in those perfect photos also had difficult days, worries, and ordinary moments that nobody saw. She understood that comparing her complete life with someone else's selected moments was unfair.

Over the next few weeks, Nadia changed some of her online habits. She unfollowed accounts that regularly made her feel less confident and followed people who shared realistic stories and positive messages. She also reduced the time she spent checking her phone. Instead, she joined a school art club and began meeting Jana for walks on weekends.

Nadia did not stop using social media. She still enjoyed sharing photos and keeping in touch with friends, but she no longer measured a good day by the number of likes she received. She had learned that social media could be enjoyable and useful, but real confidence came from accepting herself and appreciating the life she actually lived.

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A. Choose the correct answer.

1. Nadia initially felt dissatisfied with her life because she ..... .
   a. compared her everyday life with perfect-looking online posts
   b. spent most weekends studying instead of meeting her friends
   c. believed her friends had stopped enjoying time with her
   d. wanted to become a popular photographer on social media

2. Nadia's edited café photo shows that social media users sometimes ..... .
   a. avoid changing photographs before showing them to other people
   b. share every difficult detail of their daily experiences online
   c. present experiences as better than they really are
   d. describe ordinary moments exactly as they happen in real life

3. The phrase "viewed them differently" in paragraph 4 suggests that Nadia ..... .
   a. wanted to improve the quality of the photos on her account
   b. decided that all social media accounts were completely dishonest
   c. became more interested in copying the lifestyles she followed
   d. developed a more realistic understanding of online content

4. Choose an appropriate heading for paragraph 5.
   a. Creating the Perfect Photograph
   b. Making Healthier Online Choices
   c. Becoming Popular on Social Media
   d. Returning to an Old Lifestyle

B. Find evidence from the text:

5. Find a sentence from paragraph 3 that shows Nadia understood she was presenting only the positive side of her experience.

.....

.....

C. Answer the following questions.

6. To what extent did Nadia's changes to social media habits improve her well-being? Justify your position with reasons and evidence from the text.

.....

.....

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7. Explain how Jana's comment helped Nadia recognize the highlight-reel effect in her own behavior. Use evidence from the text to support your answer.

.....

.....

8. What can you infer about Jana's influence on Nadia's changes in attitude? Justify your answer to support your analysis.

.....

.....

4 Read the Student Council message, then answer the questions.

Student Council message: Our well-being fair will offer free fruit, advice sessions, and a rest area. The snacks provided by local farms will be available to everyone, including students with different dietary needs. If you notice a classmate who seems overwhelmed, invite them to the support desk without making assumptions. Suggestions collected after the fair will help us plan a more welcoming event next term.

1. Identify two ways the fair aims to be inclusive. Explain how one of them could help a wider range of students.

.....

.....

.....

2. A student notices that a classmate seems overwhelmed during the fair. What responsible response should the student choose? Use evidence from the message and explain why it is respectful.

.....

.....

.....

5 Read the information, then decide whether the statement is true (T) or false (F). Justify your answer.

1. People usually post their happiest photos and most successful moments online. They often hide their ordinary days, problems and failures. As a result, their online lives may appear more perfect than they really are.

The highlight-reel effect happens when people share every detail of their lives honestly.

True	
False	
Justification	

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2. Omar wants to improve his speaking skills. He believes that regular practice will help him become a confident speaker. He continues working even when the activities are challenging.

A person with strong self-efficacy believes that they can achieve goals and make positive changes.

True	
False	
Justification	

3. Some teenagers want to exercise, but there are no safe parks near their homes. Others cannot join sports clubs because the fees are too expensive. These conditions limit their opportunities to be physically active.

Structural barriers are always caused by people's personal choices.

True	
False	
Justification	

6 Complete the sentences using the correct form of the word in brackets.

1. Creative activities improve cognitive ..... **(flexible)** and help people adapt to new situations.
2. The two teams played ..... **(competitive)** until the final whistle.
3. The students participated ..... **(active)** in the school sports competition.

7 Complete the following text with the appropriate structure.

Last term, our school introduced a well-being program. If students (1) ..... **(attended)** the sessions regularly, they may find it easier to manage stress. The teachers explained that students (2) ..... **(follow)** healthy routines often perform better at school. If the program (3) ..... **(start)** earlier, fewer students would have experienced severe exam stress. Some students said that they (4) ..... **(feel)** more confident if counseling were available every day. If the program continues next term, the school (5) ..... **(organize)** additional mindfulness activities.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Art lessons can give teenagers a special space to express themselves. In this setting, students are encouraged to give genuine responses, not copied ones. Drawing and drama

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also support mental growth because learners think, imagine, and solve problems. When students work on a shared project, their participation usually increases. They also learn adaptability when their first plan does not succeed. Before presenting their work, a short practice can help them feel more confident and ready.

1. arena	→ .....
2. authentic	→ .....
3. cognitive	→ .....
4. engagement	→ .....
5. flexibility	→ .....
6. rehearsal	→ .....

9 Write an essay of about 150–180 words on the following topic.

"To what extent does social media affect teenagers' self-image?"

.....

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UNIT

3 Echoes of the Past

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Unit Overview

This unit explores the concept of identity through how memory and history are created, kept, and sometimes debated in Egypt and the wider world. You will study how places hold shared memories, how museums tell historical stories, and how digital platforms are changing the way historical events are recorded and shared.

Through four integrated lessons, you will build your language proficiency across the four key skills.

You will be able to:

Reading: Analyze historical narratives and identify the writer's viewpoint.

Listening: Listen to media reports about discoveries, and distinguish between stated and unstated information.

Speaking: Present a site analysis, express a clear opinion, and recognize an opposing viewpoint.

Writing: Write a discursive paragraph that weighs different perspectives, uses concession clauses, and supports ideas with evidence.

Content Objectives	Language Objectives
You will: • identify how sites of memory preserve collective identity. • analyze how museums select and present historical narratives. • evaluate the role of social media in documenting history. • examine how viral content shapes historical understanding. • construct structured arguments using the JRE [Justify, Reason, Evidence] framework.	**You will:** • use prepositional phrases of place and time accurately. • use concession clauses to demonstrate counter-arguments. • write a discursive paragraph and a personal landmark analysis. • take part in structured discussions and presentations.

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Inquiry Question ?

- **How do the places, institutions, and digital platforms we use to preserve the past shape the stories we tell?**

Timeline: Key Milestones in Egyptian Memory

Date	Key Milestones	
3100 BC		King Narmer united Upper & Lower Egypt – the first hieroglyphic records were created
332 BC		Alexander the Great founded Alexandria
1822 AD		Champollion deciphered the Rosetta Stone – ancient Egyptian writing was finally understood
1858 AD		The Egyptian Museum was founded in Cairo (initially opened to the public in 1902)
2025 AD		Grand Egyptian Museum (GEM) opened to the public on 4 November 2025

- **Read and discuss with a partner: [Evaluate - Explain - Analyze]**

Evaluate

1. Which event on the timeline do you think has had the greatest impact on how Egypt is remembered today? Explain your reasoning.

Explain

2. Why might some historical events be remembered more clearly than others?

Analyze

3. How do you think digital platforms are changing the way your generation understands Egyptian history?

- **Rank the top three milestones and defend your order to a partner who disagrees.**

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SECTION A : Historical Landscape

3.1 Sites of Memory

Why historical sites still matter.

Ancient monuments and historical sites play an important role in preserving the identity and heritage of nations. They reflect the achievements of past civilizations and help people understand their history more deeply. Exploring these landmarks allows visitors to connect with the past, appreciate cultural values, and learn important lessons that continue to influence society and future generations.



Karnak Temple



Inquiry Question:

- **What makes a place a "site of memory"? How is it different from an ordinary historical building?**

Discussion in groups of four:

Explain

- Which historical sites in Egypt do you know or have you visited?
- What feelings or ideas do they bring to mind?

Analyze

- Why do governments spend money on preserving old monuments?

Evaluate

- Who benefits from preserving old monuments and who might lose out?



JRE

(Justify - Reason - Evidence)

1. Do you agree that Karnak represents continuity in Egyptian history? Give evidence for your answer.
2. To what extent do the massive columns and hieroglyphics help communicate the power and beliefs of ancient Egyptian civilization?

Listening

Personal Landmark Analysis*

* *"An original pedagogical listening script custom-authored by the curriculum development team; synthesized from the curatorial records of the Franco-Egyptian Centre for the Study of the Temples of Karnak (CFEETK), scaffolded to train auditory identification of prepositional phrases and model the JRE discursive framework."*

- **The Stones That Remember: A Walk Through Karnak**

What do you think the speaker meant by the title "The Stones That Remember"? Discuss with a partner and write one prediction.

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JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view

Karnak is full of memories from the past. It was built and changed over about two thousand years, so the past is still there for us to see.

2. The other view

Karnak is not only about the past. The writer asks: "Whose voices should shape its story?" A historical place stays "alive" when each new generation gives it a new meaning.

Think about both views before you decide on your answer.



A **Listen, then answer these questions.**

Identify

1. Where is the speaker standing at the beginning of the recording?

.....

2. Over how many years was Karnak Temple built?

.....

3. What does the speaker find most significant?

.....

B **Listen again, complete the statements below.**

1. The Hypostyle Hall contains ..... massive columns.

2. The columns were designed to communicate that the pharaoh was the gods' ..... on earth.

3. The speaker says history is not only observed, but also ..... and carried forward.

4. The speaker believes that every Egyptian student should feel encouraged to ..... these questions.

C **Listen a third time. Answer in full sentences.**

1. Explain

Why does the speaker contrast "silence" with "size" at the beginning of the recording? What effect does this create?

.....

2. Analyze

The speaker says Karnak is "a landscape of accumulated memory." What does this phrase mean? Give evidence from the recording.

.....

3. Evaluate

Why does the speaker say the Hypostyle Hall was designed "not simply to impress"? What was its real purpose?

.....

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• **State whether each statement is True (T), False (F) or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The speaker visited Karnak Temple in the early morning.	T (True)	*The recording says: "In the early morning, before the tour groups arrive..".*
2. The speaker visited Karnak to avoid the crowds.	NG	*The recording says the speaker visited "in the early morning, before the tour groups arrive," but does NOT say "why". To mark this True, the recording would need to say: "I visited early to avoid the crowds."*
3. The avenue of ram-headed sphinxes is made of sandstone.		
4. The Hypostyle Hall contains 134 columns.		
5. The speaker gives a clear and final answer to the questions asked.		

• **Note :** For Not Given (NG), write what the audio would need to say for you to decide it is True (T) or False (F).



Vocabulary

• **Match the following words with their meanings.**

Words	Meanings
1. massive	**a.** written or carved into a surface
2. accumulated	**b.** a person who speaks for others
3. representative	**c.** extremely large in size
4. inscribed	**d.** built up or collected over time
5. encoded	**e.** converted into signs or symbols to carry meaning
6. devotion	**f.** an ancient Egyptian statue with a lion's body and a ram's head
7. ram-headed sphinx	**g.** strong love and care for someone or something

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Practice (Identify - Analyze)

➔ Write **FOUR** sentences using vocabulary from the text to describe an Egyptian historical site you know. Then choose one sentence and analyze what this detail tells visitors about the people who built this site.

.....

.....

.....

.....

Grammar Focus

Prepositional phrases of place and time are essential for establishing location, sequence and duration in historical and descriptive writing.

Prepositional phrases of PLACE tell us where something is or was, or where it happened. They are essential in historical and descriptive writing.

Structure / Form	Example
at + specific location	**at** the entrance / at the top of the hill
in + enclosed space / area	**in** the Hypostyle Hall / in Luxor
on + surface / date	**on** the wall / on the 14th of October
from... **to**... (time or place)	**from** the 12th century **to** the present day
during + period	**during** the reign of Ramesses II
for + duration	**for** more than two thousand years
across + wide area	**across** the Nile Valley
along + linear space	**along** the avenue of sphinxes

Prepositional phrases of TIME tell us when something happened or for how long. They are essential for establishing sequence and duration in historical writing.

Grammar in Context

A Find **THREE** examples of prepositional phrases of place and **THREE** of time in the audio.

.....

.....

.....

.....

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B **Read the text, and then fill in the gaps with the appropriate prepositional phrases.**

Ahmed and his family visited Luxor last weekend. They arrived (1)..... the morning and went to see the ancient temples. The guide spoke (2)..... the group and explained the history of the place. Later, they walked (3)..... the Nile and took many photos. They had lunch (4)..... a small restaurant near the river. (5)..... the end of the day, they were tired but very happy.



C **Read the passage and find the mistakes, then correct them.**

Karnak Temple in Luxor is a symbol of Egypt's history. On the entrance, visitors admire the avenue of sphinxes and the great columns during the Hypostyle Hall. Built in more than two thousand years and developed cross the reign of many pharaohs, Karnak preserved Egypt's memory and cultural identity for future generations.

Presentation

As a young guide at your school's Heritage Day, prepare a 2-3- minute presentation about a heritage site. Present it to your classmates and their families and explain why the site is important.



Your presentation must include

Describe the site

Explain

• Its historical significance.

Analyze

• The memory the site preserves.

Reflect

• What different views does the site highlight?

Build your Ideas

• The site is located **in / at...**
• It was built **during / in...**
• This place represents...
• One important idea it preserves is...
• For me, this site shows...
• Although some people believe..., I think...

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3.2 The Museum as a Storyteller



In what way does a museum act as a "storyteller" rather than just a collection of old objects?

A museum is a storyteller because it does not just show us history; it interprets the past. By choosing which artifacts to display and how to describe them, curation creates a narrative.

Inquiry Question:

- What does the word '**curation**' mean? How might it apply to history and museums?



Discussion in groups of four:

Explain

- Which of the famous museums in the table below have you visited or heard about?

Evaluate

- What impression did they give you about Egyptian history?

Egypt's Major History Museums



Egypt's Major History Museums



Museum	Location	Founded	Focus	Notable Feature
 Grand Egyptian Museum (GEM)	Giza Plateau	2002	Complete Egyptian civilization	World's largest archaeological museum
 Coptic Museum	Old Cairo	1910	Christian Egypt (Coptic era)	The world's largest collection of Coptic artifacts
 Islamic Art Museum	Bab al-Khalq, Cairo	1881	Islamic & medieval Egypt	100,000 artifacts
 Alexandria National Museum	Alexandria	2003	All eras of Alexandria	Multi-era chronological displays

☥ Museums are the memory of a civilization ☥

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A Journey Through Time*

** "Source: "Synthesized and adapted by the curriculum development team from official Grand Egyptian Museum (GEM) press specifications, curatorial briefs, and heritage education frameworks such as UNESCO's World Heritage Education Programme"*

Since the Grand Egyptian Museum (GEM) opened its doors to the public on 4 November 2025, it has been described as the largest archaeological museum in the world. Located near the famous Pyramids of Giza, the museum covers 45,000 square meters and houses more than 100,000 **artifacts** from ancient Egypt. Among these treasures is the complete collection of Tutankhamun, displayed together for the first time in history. The impressive Grand Staircase alone features 87 colossal royal statues, arranged in **chronological** order, offering visitors a breathtaking introduction to thousands of years of Egyptian civilization. Even though the museum is modern, it presents the story of one of the world's oldest civilizations.

Designing a museum of this scale is no simple task. **Curators** must make careful decisions about which objects to display, how to arrange them, and what stories to tell. At the GEM, the journey begins in prehistory and moves forward through the great **dynasties** of ancient Egypt. This structure helps visitors understand how one of the world's greatest civilizations developed step-by-step over time. **Multilingual** labels, interactive screens, and guided tours make the experience enjoyable and **accessible** to Egyptian and international visitors of all ages.

One of the most exciting aspects of the GEM is its strong focus on education. School trips, workshops, and special programs are available to students across Egypt, giving young people the opportunity to connect with their heritage in a hands-on and memorable way. Although a single museum cannot include every story from Egypt's rich past, the GEM makes a remarkable effort to represent the depth and variety of ancient Egyptian life — from royal tombs and temple art to everyday objects used by ordinary people thousands of years ago. Unlike many museums that are mainly designed for tourists, the GEM plays an important educational role for Egyptian students.

JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view

Some people think that the GEM helps students learn in a practical and memorable way. It allows them to connect their school subjects with Egypt's history by seeing real objects from the past.

2. The other view

However, the article says that "one museum cannot tell every story from Egypt's rich past". This means that the GEM is useful, but it cannot show everything about Egyptian history.

Look at both sides before you make a judgment.



JRE

(Justify - Reason - Evidence)

How does the writer show that the GEM is more than just a place for displaying artifacts?

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The GEM is not only a place to view ancient objects; it is also a space where science and history come together. **Conservation** laboratories inside the museum allow experts to study and restore artifacts using the latest technology, ensuring that these national treasures are carefully preserved for future generations. The collection continues to grow, develop, and surprise its visitors, keeping the museum a dynamic experience for many years to come. Having successfully opened its doors to the public, the museum has firmly established itself as an important cultural landmark.

Comprehension Check

A **Answer the following questions.**

Identify & Explain

What makes the Grand Staircase significant? What impression does the writer say it gives visitors?

.....



Analyze

- How does the GEM organize the visitor's journey? What does the writer suggest this helps visitors understand?

.....

- What educational opportunities does the GEM offer to students?

.....

Evaluate

What does 'curators' mean in the context of this article? Use the text to support your answer.

.....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The Grand Egyptian Museum is located near the Pyramids of Giza.		

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2. The complete collection of Tutankhamun has been displayed together before at another museum.		
3. The article states that the GEM's full collection is ready.		
4. Conservation laboratories inside the GEM help preserve artifacts for the future.		

Vocabulary

• **Match the following words with their meanings.**

Words	Meanings
1. artifact	**a.** arranged in the order in which events happened over time
2. curators	**b.** able to speak, use, or write in more than two languages
3. dynasties	**c.** a series of rulers or kings from the same family who rule a country over a long period of time
4. conservation	**d.** people who look after and organize the contents of a museum or exhibition
5. accessible	**e.** the process of protecting and preserving natural or cultural things from damage
6. chronological	**f.** easy for people of all backgrounds and abilities to reach, use, or understand
7. multilingual	**g.** an object made or used by humans in the past, especially one of historical interest



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Writing in Action

Concession Clauses

Good academic and journalistic writing acknowledges counterarguments before addressing them. This is done through CONCESSION CLAUSES — they show the writer is aware of other viewpoints.

Concession Clauses
The language structure that is used to introduce the opposite idea politely before giving your idea.

Counter argument
The opposite opinion or idea against your point of view.

Structure / Form	Example
Although + clause	**Although** the GEM is very large, visitors can find their way easily with the help of guides.
Despite + noun phrase	**Despite** its modern design, the GEM places ancient history at its heart.
While it is true that...	**While it is true that** the museum cannot display every artifact, it offers a remarkable selection.
Admittedly,...	**Admittedly**, building such a museum takes many years; however, the result is worth the wait.
Even though + clause	**Even though** the GEM is not yet fully complete, it already attracts millions of visitors.
It may be argued that...	**It may be argued that** digital tours are convenient; nevertheless, visiting in person is a unique experience.

Writing Task: Discursive Paragraph

Planning: How to structure a discursive paragraph:

Discursive Paragraphs
Discuss different ideas or opinions about a topic in a balanced way.

1. Topic Sentence:

Introduce the issue or topic clearly.

Example:

Many people have different opinions about preserving history.

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2. First Point / First Perspective

Present one side of the argument with explanation or example.

Useful phrases:

On the one hand, ...
Some people believe that ...
One argument in favor of ... is that ...

3. Contrasting Point / Opposite Perspective:

Present the opposite viewpoint using concession clauses.

Useful phrases:

On the other hand, ...
However, ...

4. Personal Opinion / Balanced View:

State your opinion or show a balanced conclusion.

Useful phrases:

In my opinion, ...
From my perspective, ...
It seems that ...
A balanced approach may be the best solution.



5. Concluding Sentence:

End with a final idea that summarizes the discussion.

Useful phrases:

In conclusion, ...
To sum up, ...
Overall, ...

Grammar to use:

concession clauses (at least 3) and prepositional phrases

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Writing Task

Discursive Paragraph (Role - Audience - Purpose)

Role:

As a student contributor to your school's heritage blog, write for a classmate who thinks "museums are just for tourists". Discuss the extent to which museums play an important role in preserving history and identity.

Write a discursive paragraph of about (150-180) words.



Support:

Sentence starters:

While some people use museums as ...., they actually ... because ...

Stretch:

Extend to a two-paragraph mini essay: one paragraph per perspective.

.....

.....

.....

.....

.....

.....

.....

Self check: before you submit

1. My topic sentence states the issue clearly. ☐

2. I present both perspectives. ☐

3. I use at least one concession clause clearly. ☐

4. I support each side with an example. ☐

5. I state my own opinion and conclusion. ☐

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SECTION B: Documenting History

3.3 The Viral Past

What it means for historical content to "go viral":

To "go viral" means to spread rapidly and widely online (often within 24 hours). This spread is driven by emotional engagement (surprise, pride, or nostalgia) rather than historical accuracy or truth.



Inquiry Question:

- **How can a historical event go viral? Give an example.**



Discussion in groups of four:

Analyze

- Have you ever seen a historical fact or image go viral on social media? Was it accurate? How could you tell?

Evaluate

- Why might people share historical content that is false or exaggerated? What motivates this?

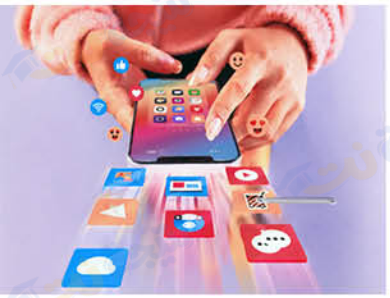
JRE

(Justify - Reason - Evidence)

Should people trust viral historical posts just because they reach millions of people quickly? Justify your answer.

The Algorithm and the Archive*

**Synthesized and adapted by the national curriculum development team from contemporary digital humanities literature, algorithmic engagement studies, and media literacy frameworks, contextualized with historical case studies of Egyptian heritage.*



Why Viral History is Not Always True History

Never before in human history have historical images, **artifacts**, and **claims** reached many people so quickly. A single post about an Egyptian pharaoh can accumulate millions of views within twenty-four hours; a colorized photograph of ancient Alexandria can be shared across continents before a single historian has had the opportunity to **verify** its accuracy. The scale and speed of this spread are, in themselves, remarkable. The problem is that scale and speed have no real relationship to truth.

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The way social media platforms work increases this risk considerably. These platforms are designed not to **prioritize** accuracy but to promote engagement. Research **consistently** shows that engagement is driven by emotion. Content that causes surprise, pride, nostalgia, or strong reaction spreads more rapidly than content that is measured, detailed, or carefully qualified. A viral post may claim that the Great Pyramid was built in a single decade by a team of fifty engineers. Such posts often accumulate more shares than carefully sourced corrections. In reality, the actual construction process unfolded over decades and involved tens of thousands of workers.

The consequences for our understanding of history are significant. In Egypt, where the relationship between ancient heritage and national identity is particularly important, the viral spread of historical myths and false claims risks distorting the public's understanding of who they are and where they come from.

Rarely do virality and accuracy move in the same direction. Only through deliberate **media literacy** — the developed habit of questioning sources, checking dates, and consulting multiple perspectives — can citizens distinguish between the past that actually happened and the past that merely trends.

Comprehension Check

A **Answer the following questions.**

1. Explain

- In your own words explain the example the writer uses about the Great Pyramid. What point does it illustrate?

.....

- The specific danger the writer identifies for Egyptian national identity. Why is Egypt given as a particular example?

.....

2. Analyze

The social media platforms promote certain types of content. How does this affect historical understanding?

.....

3. Evaluate

The solution the writer proposes in the final paragraph. Do you find it sufficient? Justify your view.

.....

JRE

(Justify - Reason - Evidence)

1. To what extent is media literacy a sufficient response to the problem of viral misinformation? Justify with evidence from the text.
2. How does human emotion play a role in making false historical claims spread more rapidly than accurate ones?

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B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The writer argues that social media has made historical knowledge more accessible and more accurate.		
2. According to the essay, content that provokes emotion spreads more quickly than nuanced content.		
3. The writer believes that virality and accuracy usually support each other.		
4. The essay gives the Great Pyramid as an example of accurate viral content.		
5. The writer advocates for media literacy as a key solution to historical misinformation.		



Vocabulary

• **Match the following words with their meanings.**

Words	Meanings
1. media literacy	**a.** important or noticeable
2. significant	**b.** the ability to critically read and evaluate media content
3. claims	**c.** statements that something is true
4. priorities	**d.** to check or prove that something is true, correct, or accurate
5. consistently	**e.** things that are considered more important than others
6. verify	**f.** always happens or behaves in the same way over time

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Writing in Action

Social Media Post for Analysis

- **Read this post carefully. You will analyze its language and assess its reliability based on the features in the table below.**



@AncientEgyptFacts ✔ •••

3.2M followers



MIND-BLOWING FACT:

The ancient Egyptians had electricity! These Dendera lightbulb carvings PROVE it. Modern science is hiding the truth. Share before this gets deleted! If you care about REAL history, share this NOW!

241,000 likes 89,500 reposts 14,200 comments

Fact-check rating: .....



Media Analysis: Reliability and Language

Feature	What to look for	Example from the post
Emotional language	words designed to provoke, excite, or alarm	.....
Absolute language	claims with no qualification or evidence	.....
Urgency signals	language creating panic or secrecy	.....
Selective evidence	using only part of the image/information	.....
Conspiracy framing	suggesting official suppression of truth	.....

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Presentation Task



- **As a young fact-checker for your school media club page, prepare a presentation to help students identify unreliable historical information on social media.**
  - Evaluate ONE example of a viral post about this topic using the reliability table above.
  - Elaborate : how social media can be misleading. Then give your conclusion on how to protect historical accuracy online.

Presentation Checklist

1. I introduce the topic clearly. ☐
2. I state the purpose of my presentation precisely. ☐
3. I describe the historical site/discovery with accurate details and significance. ☐
4. I use prepositional phrases of place and time correctly. ☐
5. I analyze how the topic is presented on social media (accurate / misleading). ☐
6. I give a relevant example of a viral post and evaluate its reliability. ☐
7. I conclude with a clear opinion on how to protect historical accuracy online. ☐



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3.4 Social Media and Historical Events

What does it mean to document historical events?

To document a historical event means to create a lasting record of an occurrence through primary evidence – such as a text, a photograph, or a video – that can be analyzed and verified by future generations. Traditionally, this was the job of "official" gatekeepers like government ministries, academic historians, or professional news outlets.



Inquiry Questions:

1. **What is 'citizen journalism'?**
2. **How has social media changed the way historical events are documented?**

Discussion in groups of four:

Explain

- Have you ever witnessed a historical event documented on social media in real time? What was your experience?

Evaluate

- Is a smartphone video taken by a civilian more or less reliable than a news broadcast? Justify your view.

Social Media Post for Analysis

The following threads are fictional social media posts created for analysis.

Thread 1

Art History Now. @ArtHistoryNow. 2h •••

A Museum of Art or a Journey through History?



The Louvre in Paris is the world's largest art museum, housing over 30,000 works of art in a former royal palace. But what story does it tell-and what story does it leave out?

What's on display:

- The Mona Lisa - Leonardo da Vinci's enigmatic masterpiece
- Venus de Milo - the iconic Greek statue
- Works from European masters spanning centuries

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Thread 2

Art History Now. @ArtHistoryNow. 4h •••

A collection of Artifacts or a Story of the World?



The British Museum in London traces "the story of world cultures from the very dawn of humanity." But who wrote that story? And who is left out?

What's on display:

- The Rosetta Stone - key to understanding hieroglyphs
- Parthenon sculptures (the Elgin Marbles)
- Artifacts from every continent

9,100 likes 2,300 reposts

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Citizen journalism	news reporting carried out by members of the public, not trained journalists
Real-time documentation	recording and sharing events as they happen, without delay
Hashtag	a word or phrase preceded by # used on social media to tag content by topic
Digital archive	a collection of historical materials stored and accessible online
Selective framing	choosing which details to include or exclude to shape the audience's understanding

JRE

(Justify - Reason - Evidence)

- Some argue that museums preserve artifacts for all humanity.
- Others argue that they were taken without consent and belong to their original countries.
- To what extent should historical artifacts be returned to their countries of origin?
- Who benefits from current museum displays - and who might lose out?
- Think about both views before you decide on your answer.

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Listening

Listen

• Listen to a mass media audio report about Egyptian discoveries.



JRE

(Justify - Reason - Evidence)

To what extent has social media transformed the speed at which historical discoveries are shared?

A **Listen and answer the following questions.**

1. Analyze

According to the audio report, how was news of an archaeological discovery shared with the public in the past? What were the limitations of this process?

.....

2. Evaluate

The speaker says social media allows Egypt's heritage to be shared 'at the very moment it is found.' Do you think this is more beneficial or harmful? Use ideas from the audio to support your opinion.

.....

3. Analyze

What three specific examples does the speaker give to show that social media content can disappear or be unreliable?

.....

4. Explain

According to the audio report, what is the risk of sharing archaeological content on social media without expert involvement? Explain in your own words.

.....

JRE

(Justify - Reason - Evidence)

1. To what extent can deleted posts and short videos threaten the preservation of historical information?
2. 'Social media is a useful tool for sharing heritage, but it cannot replace professional documentation.' To what extent do you agree / disagree? Defend your position.

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B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. According to the audio report, social media now allows archaeological discoveries to be shared with the public much faster than before.		
2. The speaker argues that social media is a complete replacement for careful academic documentation and preservation.		
3. Instagram stories are available permanently and can always be accessed as part of a digital archive.		
4. The audio report states that images or claims about discoveries on social media can sometimes be misunderstood or shared out of context.		
5. The audio report presents social media as having no disadvantages when used to share archaeological discoveries.		



Vocabulary

• **Match the following words with their meanings.**

Words	Meanings
1. excavation	**a.** the process of recording and keeping information, evidence, or details about something
2. remarkable	**b.** the activity of digging to discover old objects or buildings
3. submerged	**c.** easily damaged or broken
4. documentation	**d.** very unusual or surprising in a positive way
5. fragile	**e.** covered or hidden under water
6. accuracy	**f.** the state of being correct and free from mistakes

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How to Structure a news report

1. Headline (Short and interesting)

➔ Ancient Tomb Discovered in Luxor

2. Lead (What + Where + When)

➔ A royal tomb was discovered in Luxor this week.

3. Details

➔ Who discovered it / what it is / why it is important.

4. Background

➔ In the past, discoveries were reported slowly.

5. Closing

➔ Experts say more details will be revealed.

What is a News Report?
A news report is a short piece of writing that informs people about a recent event.



Writing Task "News Report"

You are a reporter for a school magazine.

- Write a **news report of about (150-180)** words about a **new archaeological discovery in Egypt** (e.g. a tomb in Luxor, a papyrus in the Delta, or a submerged site near Alexandria).

- **Your report should include:**
  - a clear **headline**
  - where and when the discovery was made
  - who discovered it
  - why it is important
  - how it was shared with the public

News report Checklist

1. I write about a **realistic archaeological discovery** ☐
2. I include **where and when** it happened and who discovered it ☐
3. I explain **why it is important** and how it was shared ☐
4. I write a clear **headline** and a strong opening lead ☐
5. I start with a strong **opening sentence** ☐
6. My ideas are in a **logical order** with a short closing ☐
7. I use the passive voice for formal reporting ☐

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3.5 Assessment

Summative

Writing Task

Write a discursive essay of (150-180) words. Choose ONE of the following questions:

A. Physical sites of memory such as monuments and museums are more valuable for preserving history than digital platforms. To what extent do you agree?

B. Social media has done more harm than good to our understanding of Egyptian history. Discuss.

C. The way a society preserves its past reveals its values and priorities. Use examples from Egyptian heritage to evaluate this claim.

Build your Ideas

- The issue of ..... is widely discussed today, particularly in the context of Egyptian heritage.
- This essay examines multiple perspectives using ..... evidence from ..... .
- Although ....., it is also true that ..... . This ..... suggests that ..... .
- Despite ..... only by ..... can we ..... .
- In contrast, it has been argued that ..... . However, ...
- Overall, it can be argued that ..... because ..... . Only when ..... will ..... .

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Reflection Questions :

1. How have your views about the role of physical sites, museums, and digital platforms in preserving Egyptian history changed during this unit?

.....

.....

.....

2. Which of the four lessons did you find most challenging? Which grammar structure was most difficult to use? What could you do to improve?

.....

.....

.....

3. Which text in this unit did you find most persuasive, and why was it effective?

.....

.....

.....

4. How did your own background as an Egyptian influence the way you interpreted the texts?

.....

.....

.....

5. What new questions do you now have about how Egyptian history is preserved and presented to future generations?

.....

.....

.....

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Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all the text types in this unit.			
	identify tone, evaluative language, and selective framing in media texts.			
Grammar	use prepositional phrases of place and time accurately in writing.			
	use concession clauses to acknowledge and respond to counter-arguments.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a discursive paragraph of (150-180) words with cited evidence.			
	deliver a structured Presentation with evidence and counter-argument.			
Media	apply media literacy skills to evaluate the reliability of historical social media content.			
Listening	listen to media reports about discoveries, and distinguish between			
JRE	construct structured arguments using the JRE framework			

One skill I want to work on:

.....

One thing I am proud of in this unit:

.....

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Concept 4 Consumption and Choice

UNIT

4

The Power of Choice

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Unit Overview

This unit explores the concept of consumption and choice through the different ways people consume from the brands on our clothes to the food we throw away, the sales that make us spend too much, and the screens we cannot put down. You will think about why we consume the way we do, and what it costs us and the world around us.

Through four lessons, you will read, listen, discuss, and write about consumption and start to think more carefully about your own habits as a consumer.

You will be able to :

Reading: identify and explain the main causes and effects of food waste from a formal report, and distinguish between facts, opinions, and evidence within an argumentative text.

Listening: extract specific information from an audio broadcast (e.g. The Food Waste Minute) to answer detailed questions.

Speaking: discuss and debate topics related to consumer habits, such as food waste, brand culture, and digital consumption in pairs and small groups.

Writing: write an opinion article supporting it with reasons, and a well-structured review evaluating (e.g. a book, device ... etc.)

Content Objectives	Language Objectives
You will: • understand how brands affect what we buy and how we see ourselves. • identify the main causes of food waste at home and in schools. • recognize the tricks used during sale events like Black Friday. • reflect on how much time we spend on screens and what it costs us. • give reasons for our opinions using JRE in all four lessons.	**You will:** • use the present perfect to talk about past actions that matter now. • use linking words to connect ideas clearly in writing. • use fronting to give emphasis in formal writing. • write clear opinion paragraphs.

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Inquiry Question ?

- **How do our everyday choices as consumers influence our lives, our communities, and our future?**
- **Look at the cycle and answer.**

Explain

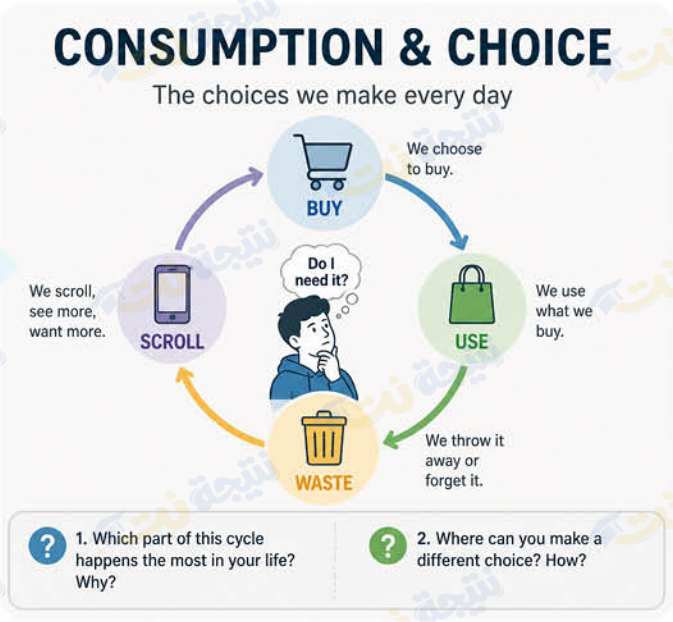
- What happens at each stage in the cycle?

Analyze

- How can the consumption cycle shape our personal identity?

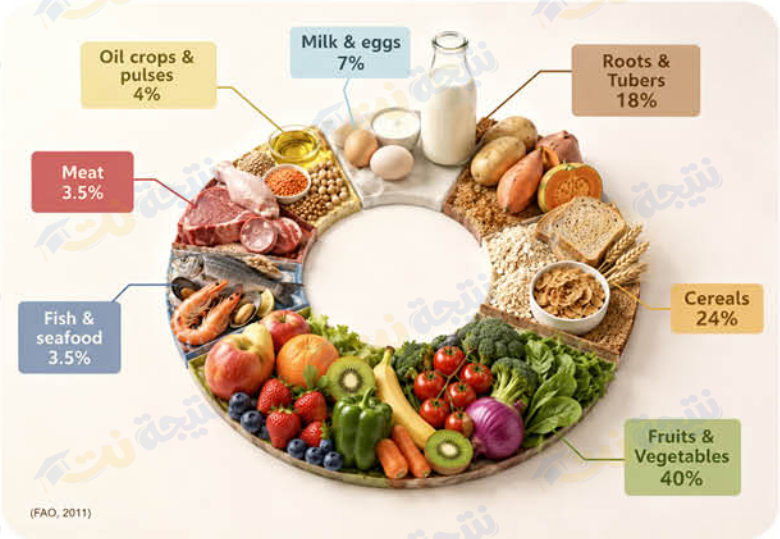
Evaluate

- Which stage exerts the greatest influence on our choice today? Why?



- **Look at the picture below, and discuss the question.**

What message does the image send about consumption?



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SECTION A : Food Awareness

4.1 Food Waste

Do you think people waste more food today than in the past?

Every year, a large amount of food is wasted around the world. This is because people buy more than they need, store food poorly, and misunderstand food labels. Food waste increases in houses, supermarkets, and during special times and festivals. However, simple actions such as better habits and awareness can help reduce this problem.

Inquiry Question:



- Where do you think most food waste happens: at home, at shops, or on farms? What do you think is the biggest reason for food waste in Egypt?

Discussion in groups of four:

Explain

- How does our perception of food safety influence the amount of food we discard?

Analyze

- To what extent does the modern supply chain — from supermarkets to homes — contribute to the global food waste?

Evaluate

- How can you, your family, and your school reduce waste?

Formal Report



The Causes of Food Waste in Egyptian Homes

Introduction:

> This report looks at the main reasons why food is wasted in Egyptian homes. It uses information from consumer surveys and local studies. The results show that food waste in Egypt is a serious problem that needs to be addressed.

Project: What do you think the writer will say next about food waste?

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Findings (Causes):

In Egypt, one common cause of food waste is buying more food than a family can use. During Ramadan, some families may prepare or purchase a large amount of food to welcome guests and express **generosity**. Although generosity is a positive and valued tradition, poor planning can sometimes lead to more food being prepared than needed. As a result, some of the extra food may be wasted.

A second important cause is storing food incorrectly. Many homes do not have good refrigerators or dry **storage**. As a result, fresh food – especially bread, fruit, and vegetables – goes bad faster than it should. Bread waste alone is a major issue in Egypt.

A third cause is **confusion** about dates on food packages. Many people throw away food on or before its 'best before' date. However, 'best before' only means that the taste or quality might change — it does not mean the food is unsafe. The 'use by' date is the one that tells you when food is no longer safe to eat.

Discuss:

Which cause of food waste seems most common in your community?

Recommendations:

Based on these findings, this report suggests three actions. First, schools should teach students about food shopping and storage from an early age. Second, shops should be required to give safe **leftover** food to food banks rather than throw it away. Third, food labels should be made clearer so that people understand the difference between 'best before' and 'use by'.

Evaluate:

Which recommendation would have the biggest impact? Why?

Conclusion:

The evidence shows that most food waste in Egypt can be **reduced** through education and better habits. These changes do not cost a lot of money. If these **recommendations** are followed, the amount of food waste in Egyptian homes could go down **significantly** within a few years.

JRE

(Justify - Reason - Evidence)

1. Is food waste more of an individual problem or a social problem?
   - Use evidence from the report to support your answer.
2. To what extent could the proposed recommendations shift the culture of food waste in Egypt? Justify.

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Comprehension Check

A **Answer the following questions.**

1. Explain

• What are the three main causes of food waste found in the report?

.....

• What does the conclusion say about the cost of solving food waste?

.....



2. Explain in your own words

What is the difference between 'best before' and 'use by'?

.....

3. Analyze

Why does the report say that cultural habits can lead to food waste?

.....

4. Evaluate

What three recommendations does the report make? Add one recommendation of your own.

.....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The report says Egypt wastes more food than any other country in the Middle East.		
2. Buying too much food is named as the most common cause of food waste in Egypt.		
3. The report recommends that the government build new refrigeration facilities.		
4. 'Best before' means the food is no longer safe to eat after that date.		
5. The report says that reducing food waste does not require a lot of money.		

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Vocabulary

• **Match the following words with their meanings.**

Words	Meanings
1. storage	**a.** the state of being unable to understand something clearly
2. confusion	**b.** keeping things in a safe place until you need them
3. generosity	**c.** in an important or noticeable way
4. recommendations	**d.** food remains that haven't been eaten after a meal
5. reduce	**e.** to make something smaller or less
6. leftover	**f.** being kind and willing to give a lot to others
7. significantly	**g.** an idea or suggestion for what someone should do

Writing in Action: Fronting

Type of Fronting	Example
Fronting a time/place phrase	In Egypt, food waste is a serious problem. (Normal: Food waste is a serious problem in Egypt.)
Fronting result, cause phrases	As a result of poor storage, bread goes bad quickly. (Normal: Bread goes bad quickly as a result of poor storage.)
Fronting for contrast	Unlike large supermarkets, many small shops have limited storage space. (Normal: small shops have limited storage space, unlike supermarkets.)

Fronting means moving a word or phrase to the beginning of a sentence to give emphasis.

1. It is used in formal writing and reports to add emphasis.
2. It also makes your sentences more varied and interesting.

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Writing in Context

A Find **ONE** example of fronting in the formal report. Rewrite it in normal word order.

.....

.....

.....

.....

B **Instructions:**

(a) Read the following paragraph about consumer choices. The writer has used fronting (changing the usual word order) to add emphasis and create a more formal style.

(b) Identify the fronted structures.

(c) Rewrite the paragraph using the normal subject verb word order while keeping the original meaning.

"Rarely do consumers consider the environmental impact of the products they buy. Only after comparing different options do many people realize how their choices affect the planet. On store shelves stand countless items designed to attract attention and encourage spending. Such is the influence of advertising that consumers sometimes purchase things they do not need. Not until they reflect on their habits do they begin to make more responsible and informed decisions".

C **Write (3 - 5) sentences about "Food waste" using fronting.**

.....

.....

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Speaking

A **Rank the causes from most serious to least serious:**

- Overbuying
- Poor Storage
- Festivals
- Misunderstanding labels

- Compare your ranking with another group.
- Can you reach an agreement?



B **Role play:**

Student A: A supermarket manager.

Student B: An environmental activist.

Debate: Should shops be required to donate unsold food?

C **Four Corners Activity.**

- **Choose one position :**

- Strongly agree.
- Agree.
- Disagree.
- Strongly disagree.

Statement :

"Brands influence teenagers more than parents do."

- Move and justify your opinion.

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4.2 Beyond the Brand

How do companies influence consumers using "brand culture"?

Every day, teenagers are surrounded by brands, from the moment they wake up until they go to sleep. These brands are not just simple logos on products. They are carefully designed to influence how people think and feel. Companies use powerful ideas and emotions to connect their products to identity and belonging. This raises an important question: when we choose a brand, are we making our own decisions, or are our choices being shaped for us?



Inquiry Question:

- **What is the difference between a product and a brand?**



Discussion in groups:

Explain

- Which brands do you or your classmates like most? Why?
- Do you ever buy something because of the brand name?

Analyze

- Why might two similar products have very different prices just because of the label?

Evaluate

- Do you think choosing a brand is more about your feelings or about the quality of the product?

More Than a Logo: How Brands Shape What We Buy*

** "Synthesized and adapted by the national curriculum development team from modern neuromarketing literature, cognitive identity psychology regarding brand-logo brain activation, and consumer sociology frameworks on modern mindful consumption habits."*

Every day, by the time most teenagers in Egypt have had breakfast, they have already made more **brand** choices than they realize. The phone that wakes them up is one of the most recognized devices in the world. The shoes by the door carry a tick that is far more famous than the company's actual name. Furthermore, the cereal box on the table features a cartoon bird that has remained unchanged longer than many brands have survived. None of this is an accident.

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JRE

(Justify - Reason - Evidence)

- Why do companies invest heavily in brand-building? Use evidence.

The biggest companies invest more heavily in brand-building than in almost anything else. This is because a well-known brand is more valuable than any single product. In addition, they spend more on emotional storytelling than on simply describing what their products do.

• Find a word or phrase in the paragraph that means:

1. put money and effort into something → .....
2. known by almost everyone → .....
3. worth a lot/important→ .....

JRE

(Justify - Reason - Evidence)

- To what extent do strong brands affect people more than smaller companies ?
- Support your answer with evidence.

A brand is much more than a **logo**. It is a set of feelings and ideas, and the strongest brands build those feelings more carefully and more consistently than smaller companies ever could. When brand X puts its tick on a shoe and writes *"Just Do It"*, it is selling not only shoes, but also the idea that the person who wears them is stronger, more determined, and more ready for a challenge than someone who does not. Similarly, when a phone brand presents a new phone in a clean white room, it is selling the idea that its products are simpler, more elegant, and more desirable than anything else on the market.

A branded product is almost always more expensive than a similar unbranded one. Even though the quality difference is often smaller than people expect, they still choose the brand because the feeling it gives them feels worth far more than the price difference.



• Imagine you are creating a new brand for Egyptian teenagers.

1. What product does your brand sell?
2. Write your brand's slogan in ONE sentence: .....

JRE

(Justify - Reason - Evidence)

To what extent do brands sell feelings rather than products?

- Use evidence from the text to support your answer.

Psychologists who study how people make choices have found something interesting. When people see the logo of their favorite brand, the part of the brain linked to personal identity becomes more active than when they see an unknown label.

As a result, choosing a brand is rarely a simple or purely practical decision. This means that when someone chooses X over Z, they are often making a deeper choice than simply picking a more comfortable shoe–they are saying something about who they are, or who they most want to be. Understanding why we prefer one brand to another can be an important step

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towards mindful consumption. For instance, for many young people in Egypt, wearing the most popular brand feels more important than wearing the most practical one, because brands have become one of the most powerful languages we use to show where we belong. Admittedly, not everyone is equally influenced by brand image.

- **According to the paragraph, why is choosing X over Z a "deeper choice"? Use evidence from the text.**

Because .....

Although companies benefit greatly from this power, the influence of brands also raises one of the most important questions in modern life: are we truly free when we make choices, or do companies create our **preference** for us? On the other hand, understanding how brands work gives us a real advantage as consumers. This helps us avoid blind brand **loyalty**, where we buy a product based on emotion rather than quality. The most successful brands do not just sell products. They sell the feeling of **belonging** somewhere. Consequently, this feeling becomes stronger, and far more personal. It also becomes harder to **resist** than any simple advertisement could ever be. Overall, the more aware we are of how brands shape our thinking, the better and freer our choices can become.

- **"The more aware we are of how brands shape our thinking, the better and freer our choices can become." Do you agree? Write (2-3) sentences giving your opinion with a reason.**

.....

.....

JRE

(Justify - Reason - Evidence)

1. To what extent do brands influence our choices? Use evidence from the text.
2. Why do you think the work of brands is important for consumers?

Comprehension Check

A **Answer the following questions.**



1. Explain

In your own words, what is a "brand" beyond just a logo?

.....

2. Explain

What important question does the writer raise at the end of the article, and why is it significant ?

.....

3. Analyze

How do companies shape consumers' thinking?

.....

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4. Analyze

What does brain research tell us about brand loyalty and personal identity?

.....

5. Evaluate

Do you think practicing "mindful consumption" can help people make better buying decisions? Why or why not? Use ideas from the text to support your answer.

.....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The article says teenagers see more than ten brands before breakfast.		
2. The cereal box character has changed its design recently.		
3. Brain research shows that brand choices are connected to personal identity.		
4. The writer believes that consumers are completely free in their brand choices.		

Vocabulary

A **Match the following words with their meanings.**



Words	Meanings
1. preference	**a.** a well-known name associated with a company's products or services
2. belonging	**b.** a picture or symbol used to represent a company
3. logo	**c.** to stop yourself from doing something
4. brand	**d.** always choosing the same brand and not wanting to change
5. loyalty	**e.** liking one thing more than another
6. resist	**f.** the feeling of being part of a group

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B **Write THREE sentences with words you identified in the text.**

1. .....
2. .....
3. .....

C **Real-world connection: Your Brand Choices**

Think about the brands you choose:

Product	Brand I choose	Why I choose it	Feelings/ Identity connection
shoes	.....	.....	.....
phone	.....	.....	.....
clothing	.....	.....	.....
food	.....	.....	.....

Reflection

1. What patterns do you notice in your brand choices?
2. Are you choosing brands for quality or for feelings?
3. How would you know if you were making free choices or being manipulated?

Speaking

Discuss these questions in small groups:

- "A brand is not just a logo". To what extent do you agree / disagree?
  Use examples to support your view.
- Should schools have uniforms to reduce the effect of brand culture? Give reasons for and against.
- Is it possible to avoid brand culture completely in today's world? What would that look like?



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Writing — Opinion Article

➔ **How to structure an opinion article:**

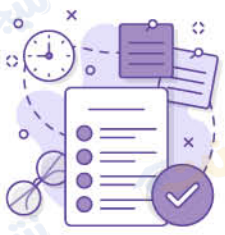
Section	What to include
1. Headline	a short, catchy title that shows your opinion
2. Introduction	give the topic and state your main opinion clearly
3. Body paragraph 1	first reason + example or evidence
4. Body paragraph 2	second reason + example or evidence
5. Concession	mention one point from the other side
6. Conclusion	restate your opinion and end with a strong final sentence

Writing Guide: Opinion Article

An opinion article gives your view on a topic and supports it with reasons.

Reflection

Writing Task



- **Write an opinion article of (150-180) words for your school magazine on this topic:** "Brand culture has more negative effects than positive effects on young people today".

Writing Checklist

1. I write a short, catchy title that shows my opinion. ☐
2. I state my main opinion in the introduction. ☐
3. I support it with an example or evidence. ☐
4. I give a second reason with an example. ☐
5. I mention one point from the other side. ☐
6. I restate my opinion. ☐

When you write an **opinion article**, turn your insight into an intervention: don't just observe the world, but use your analysis to pinpoint a specific problem and then provide a clear, actionable path forward. Diagnose the issue, then prescribe the cure.

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Section B : Online Consumption

4.3 Digital Consumption

How apps use your time.

Many teenagers use social media every day without thinking about how these apps really work. Although these platforms seem free, they actually collect information about users' behavior and interests. Apps are carefully designed to keep people online longer through features that make it hard to stop scrolling. While social media has benefits, it is important for users to understand how their time and attention are being used.





Inquiry Question:

- **How much time do you spend on your phone each day? What do you use it for most?**

Discussion in pairs:

Explain

- What apps do you spend the most time on?
- Do you think all that time is well spent?

Analyze

- How do social media apps encourage people to spend more time online?

Evaluate

- Is using a phone or an app similar to buying a product? Do you agree or disagree?

JRE

(Justify - Reason - Evidence)

Do you think you control your phone - or your phone controls you?
Give reasons.



Listening

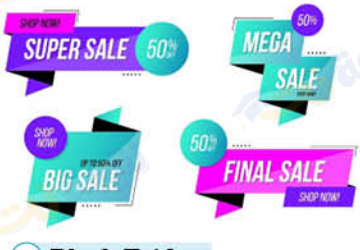
"Synthesized and adapted by the national curriculum development team from digital attention economy frameworks, behavioral optimization data regarding infinite scroll and autoplay mechanisms, and psychological studies on cognitive disruption caused by smartphone notification frequencies."

A **Listen to the audio, then choose the correct answer from a, b, c, or d:**

1. According to the recording, what happens to the data apps collect about you?

a. It is deleted after 24 hours.
b. It is sold to advertising companies.
c. It is shared with other users.
d. It is kept private.

Blue Sale



Black Friday

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2. What two features does the speaker mention as being designed to keep users online?

a. Notifications and alerts

b. Infinite scroll and autoplay

c. Videos and images

d. Messages and comments

3. What does research say about the effect of notifications?

a. They help students focus better.

b. They only affect concentration if you read them.

c. They make it harder to concentrate even if not opened.

d. They have no effect on concentration.

4. What is the speaker's main message about apps and social media?

a. They should be banned for teenagers.

b. They are completely harmful and should be avoided.

c. They have benefits but users should understand how they work.

d. They are the most important part of modern life.

JRE

(Justify - Reason - Evidence)

Is scrolling on social media a waste of time or a useful activity?

- State your view.
- Give evidence.

B **Listen again to the audio and complete the following sentences.**

1. Every minute you spend ....., the app is collecting data about you.

2. Features like infinite scroll and ..... were not created by accident.

3. By the age of ....., the average teenager has spent more time on social media than in school.

4. Simply receiving a ..... – even if you do not open it– can make it harder to focus.

5. Students who keep their phones ..... while studying perform less well.

6. The first step to being in control of your digital habits is knowing that your ..... has value.

JRE

(Justify - Reason - Evidence)

- To what extent are app designers responsible for the amount of time teenagers spend online? Use evidence from the text.

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C **Listen again, then answer the following questions.**



Explain

- "If you are not paying for the product, you are the product". What does this mean?

.....

- What two features does the article say apps use to keep users engaged?

.....

- What does research show about the effect of notifications?

.....

Evaluate

- Do you think understanding how social media platforms work is enough to help people control their digital habits? Why or why not?

.....

- The speaker says that "your attention has a value". Do you agree that users should take more responsibility for protecting their attention online? Justify your opinion using ideas from the audio.

.....

- **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Social media apps sell user data to advertising companies.		
2. Infinite scroll was created by mistake by app designers.		
3. By age 17, the average teenager has spent more time on social media than in school.		
4. Notifications only affect concentration if you open and read them.		
5. The article says that social media apps should be banned for teenagers.		

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• **Digital Consumption Around the World.**

Country	Digital Consumption	What I can learn
Egypt	High social media use; WhatsApp, Instagram, TikTok popular	Digital literacy education
USA	High screen time; growing concern about mental health	Regulation and awareness
China	Strict app regulations; limits on gaming time for minors	Government regulation
South Korea	Very high screen time; government programs for digital balance	Balance programs



• **Compare and Contrast:**

1. How does digital consumption differ between Egypt and other countries?
2. What can Egypt learn from countries with healthier digital habits?
3. What unique challenges does Egypt face regarding digital consumption?

Speaking

• **Debate Discussion:**

Motion:
"Social media platforms do more harm than good for teenagers."
The class is divided into two teams: For (agree) and Against (disagree). Each speaker has (2-3) minutes. After all speeches, the class votes on who argued most convincingly.



Team FOR — Argue that social media harms teenagers. Apps use infinite scroll and autoplay to trap users online.	Team AGAINST — Argue that social media benefits teenagers. Social media helps people stay connected globally.
Notifications damage concentration during studying. By 17, teenagers have spent more time on social media than in school. Platforms profit from teenagers' attention without their knowledge.	It gives students access to information and educational content. It supports creativity and self-expression for young people. Being aware of how platforms work puts users in control.

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• **Oral Review Presentation:**

Task:

Prepare and deliver a 2-minute spoken review of a digital platform or app of your choice. To succeed, follow these steps:

1. **Choose your topic:** Select a digital platform or app that you know well and have a clear opinion about.
2. **Identify your audience:** Consider who you are speaking to (e.g. classmates, potential users).
3. **Plan your structure:** Your review must follow the same four-part structure as the written review.
4. **Prepare your notes:** You may use brief notes (maximum 5).
5. **Practice:** Do not read from a full script. Speak naturally to engage your audience.

Writing

Structure of a Review

• **A well-written review follows a clear four-part structure. Each paragraph has a specific purpose.**

Part	Purpose	What to Include
Paragraph 1	Introduction	Name the subject of the review. Give essential background information. State your overall impression in one sentence.
Paragraph 2	Positives	Describe the strengths of the subject. Use specific examples or evidence. Explain why each point is positive.
Paragraph 3	Negatives	Discuss the weaknesses or limitations fairly. Avoid being overly tough. Use a balanced, simple and professional tone.
Paragraph 4	Conclusion	Summarize your overall judgement. State who you would recommend it to, and why. End with a memorable final sentence.

A review is a critical evaluation of a subject – such as a book, product, service, performance, or piece of writing. Its primary purpose is to provide an informed opinion that helps others decide whether they should engage with that subject or avoid it.



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Useful Phrases :

"For" phrases	"Against" phrases
- ... is a [type] designed for ...	*- It is worth noting that ...*
- At first glance, ... appears to ...	*- However, it is not without its flaws.*
- One of its greatest strengths is ...	*- On the other hand, ...*
- What makes it particularly impressive is ...	*- A significant drawback is that ...*
- Research has shown that ...	



Writing Task

- **Write a review of (150-180) words about "a social media app or digital platform of your choice".**
  Your review should discuss both its benefits and its drawbacks, and end with a clear recommendation.

.....

.....

.....

.....



Review Checklist

1. My review has four clear paragraphs. ☐
2. My introduction names the purpose and gives an overall impression. ☐
3. I use at least two useful phrases from the phrase bank. ☐
4. My conclusion includes a specific recommendation and a target audience. ☐
5. I check spelling, punctuation, and grammar. ☐

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4.4 Black Friday and Sales Culture



The Psychology of the Sale: Why We Buy What We Do Not Need

Sale events make people feel excited and believe they are saving money! However, companies use clever tricks to influence our decisions and push us to buy more. These tricks create urgency and make products seem more valuable than they really are. In the end, many people spend more than they planned, even when they think they are saving.



Inquiry Question:

- **In the Egyptian market, we see both terms: "Black Friday" and "White Friday". Why do you think some brands choose one over the other? How does the name influence your decision?**

Discussion in groups of four:

Explain

- Have you or your family ever bought something you did not need because it was on sale? What made you do it?

Evaluate

- Do you think prices are really lower during sale events, or can shops be misleading? Why?

Analyze

- What problems can big sale events like Black Friday cause for people and the environment?

JRE

(Justify - Reason - Evidence)

- Do sales events really help people save money? Justify your answer with reasons and evidence from the text.

The Tricks Behind Sale Events*

** "Synthesized and adapted by the national curriculum development team from behavioral economics, specifically Daniel Kahneman and Amos Tversky's cognitive framework of 'loss aversion', consumer retail psychology, and spending trend analytics, scaffolded to model the present perfect tense."*

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- **The word "falling for" in the text is closest in meaning to :**

a. avoiding **b.** being tricked by

c. understanding **d.** comparing



Every year, millions of people around the world wait for events like Black Friday to go shopping. They feel excited as they plan their **purchases** in advance and believe they are making smart choices. But are they really saving money, or are they **falling for** a set of very clever tricks?

- **What happens to the jacket price in the example?**



One of the most common tricks is called **loss aversion**. Imagine a jacket that costs 400 Egyptian pounds. You do not really need it. Then a sign appears: 'Was 800 LE, Now 400 LE, Save 50%!' Suddenly, the jacket feels much more attractive. Your brain tells you, 'If I don't buy it, I will lose the chance to save 400 pounds.' Of course, you have not lost anything, but that is how our brains work. Not buying something feels like a loss.

- **Name two tricks used in sales.**

Sale events also use other **tricks**. Phrases like 'Only 3 left in stock!' create a feeling of **urgency**. You feel that you must decide immediately or you will miss the chance. When you see many other people buying something, you think it must be a good idea. And **countdown** clocks on websites force you to decide quickly, before you have time to think carefully. All three tricks work together to push you towards buying.

- **Do you think people really save money during sales? Why or why not?**



Research has found something surprising: people who shop during sales actually spend more money overall than people who do not. They feel they have saved money, but in fact they have spent more. The sale is not designed to save you money. It is designed to make you spend more and feel happy about it.

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Comprehension Check

A **Answer the following questions.**

1. Explain

What are three tricks the article describes? Explain each one briefly using your own words.

.....

2. Analyze

What does the research show about how much money sale shoppers really spend?

.....

3. Analyze

What is the writer's main argument about the purpose of a sale?

.....

4. Evaluate

Do you think sale events help consumers save money or encourage unnecessary spending? Use evidence from the article to support your opinion.

.....

JRE

(Justify - Reason - Evidence)

- To what extent are sale shoppers responsible for their own overspending? Use evidence from the text.

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. In the example, the jacket's original price was 800 LE.		
2. Loss aversion makes people slow down and think more carefully before buying.		
3. Seeing others buying something makes us think the product must be good.		
4. Research shows that sale shoppers always spend less than regular shoppers.		
5. The article says that countdown clocks were banned in some countries.		

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Vocabulary



• **Match the following words with their meanings.**

Words	Meanings
1. purchase	**a.** a timer showing how much time is left
2. fall for	**b.** to be tricked into believing something
3. loss aversion	**c.** a feeling that something must be done quickly
4. urgency	**d.** something done to deceive people
5. countdown	**e.** to buy something
6. trick	**f.** avoiding loss more than gaining

• **Reflect and discuss in small groups.**

1. Why do you think people get so excited about sales like **Black Friday?**
2. What if sales events didn't exist? How would people's shopping habits change?
3. How might Egyptian culture influence attitudes towards sales differently from other cultures?

Present Perfect

- We use the present perfect to talk about something that happened in the past and is still important now.
- It connects the past to the present, because we care about the result, not just the time.
- It is very common in reports, articles, and academic writing.

Grammar Focus

Present Perfect	
Structure / Form	**Example**
have / has + past participle	Food waste **has become** a serious problem.
Negative: **haven't / hasn't +** past participle	Supermarkets **haven't** changed their habits yet.

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Question: **Have/Has +** subject + p.p.?	**Has** Egypt introduced food waste laws?
With **"just"**	Scientists have **just** published new research on food waste.
With **"already"**	Some schools have **already** started teaching food literacy.
With **"yet"** (negative/question)	The government **hasn't** acted on this problem **yet**.
With **"since" +** point in time	Food waste has been a problem **since** the 1990s.
With **"for" +** period of time	Egypt has faced this issue **for** many years.
With **"never"**	This topic has **never** received enough attention.

Grammar in Context

A Complete the table with present perfect verbs in the reading text and explain what time relationship they show.

Present perfect verb	Time Relationship
has found	a completed action with a present result
.....	.....
.....	.....
.....	.....



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B **Write the correct present perfect form of the verbs between brackets.**

1. Researchers ..... **(find)** that bread waste is very high in Egyptian cities.
2. The company ..... **(not / introduce)** the new system yet.
3. Some schools in Cairo ..... **(already / start)** teaching food education.
4. Food waste ..... **(become)** a bigger problem since 2000.

C **Choose the correct sentence from a, b, c, or d.**



Only one sentence in each group is grammatically correct. Circle the letter of the correct sentence.

1. **a.** She has bought a jacket during the sale.
   b. She have bought a jacket during the sale.
   c. She has buy a jacket during the sale.
   d. She has buyed a jacket during the sale.

2. **a.** You have ever fallen for a loss aversion trick?
   b. Have you ever fall for a loss aversion trick?
   c. Did you ever have fallen for a loss aversion trick?
   d. Have you ever fallen for a loss aversion trick?

3. **a.** Shops have use countdown clocks for years.
   b. Shops have used countdown clocks for years.
   c. Shops has used countdown clocks for years.
   d. Shops have using countdown clocks for years.

Writing Task

Write (5) sentences about sales culture using "The Present Perfect Tense".

.....

.....

.....

.....

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Presentation Task





"Black Friday does more harm than good".

Work in groups of **(3 – 4)**. You must argue FOR this statement.

Point to Include	How to use It
1. It encourages impulse buying.	Give examples of how sales push people to buy.
2. It harms local businesses.	Explain how small businesses struggle to compete.
3. It creates financial pressure.	Describe how people spend more than they can afford.
4. It increases waste.	Explain how unnecessary purchases lead to waste.



Step 1 : Choose your two strongest points from the table above

Choose the two points you find most convincing. Decide who in your group will present each one.

Step 2 : Acknowledge the other side

Use a concession phrase to admit one benefit of Black Friday, then immediately explain why the harm is still greater.

Step 3 : End with a strong conclusion

As a group, agree on one final sentence that sums up your argument. Use a concluding phrase from the useful language box.

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4.5 Assessment

Summative

Writing Task

• Write an opinion article of (150 – 180) words:

Choose ONE of the following questions:

A. Modern consumption, buying, wasting, shopping during sales and using screens, is making people less happy, not more.' How much do you agree?

B. Which of the four topics in this unit, brand culture, food waste, sale events, or digital consumption, is the biggest challenge for young people today? Argue your case.

Build your Ideas

- The issue of ..... is something that affects many young people today. In this article, I will argue that.
- Although ....., it is also important to consider that ..... As a result, ...
- Furthermore, ..., this shows that .....
- On the other hand, some people argue that ..... However, ...
- In conclusion, ...

Reflection Questions :

1. How have your views about your own consumption habits changed during this unit?

.....

2. Which of the four lessons did you find most personally relevant? Why?

.....

3. Which grammar structure was the most challenging? What can you do to improve?

.....

4. What ONE change to your consumption habits would you commit to making?

.....

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Self-Assessment

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a consumer magazine article for gist, identify key details, and support my answers with evidence from the text.			
	read a consumer article about sale psychology (loss aversion, urgency, social proof).			
	read a digital literacy article and identify the main argument about apps and attention.			
Listening	listen to a radio program about online consumption, identify the main ideas, and extract specific information.			
Grammar	use the present perfect correctly with time markers: since, for, just, already, yet, never, and ever.			
Writing in Action	use fronting to add emphasis in formal writing: fronting a time phrase, a result phrase, or a contrasting phrase.			
Speaking	deliver a structured (3 – 5) minute individual presentation with a clear position, two arguments with evidence, and a recommendation.			
Writing	write a well-structured opinion article of (150 – 180) words with a headline, clear opinion, and a conclusion.			
JRE	answer a JRE question about brand culture using a clear claim, evidence from the text, and a developed explanation.			

One skill I want to work on:

.....

One thing I am proud of in this unit:

.....

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Consolidation Review B

1 Choose the correct answer from a, b, c, or d.

1. The Grand Egyptian Museum protects valuable artifacts so that future generations can learn from them. This process helps **preserve** Egypt's heritage.

What does **preserve** mean in this context?

a. To protect something from damage or loss.

b. To hide something from the public.

c. To replace something with a modern copy.

d. To move something to another country.

2. "A website presented the town's history in **chronological** order. Visitors first read about events from the nineteenth century before moving through each later period." Which situation best reflects the idea of '**chronological**'?

a. A music app groups songs according to whether they are calm, fast, or energetic.

b. A shop displays clothes according to colour rather than when they were made.

c. A photo album places family pictures into separate sections for holidays and birthdays.

d. A documentary tells what happened on the first day of a journey before showing the events of the following days.

3. A misleading viral post can **distort** people's understanding of a historical event.

What does **distort** mean in this context?

a. To explain something in greater detail.

b. To record something for the first time.

c. To change something so that it is no longer accurate.

d. To translate something into another language.

4. "At the tourist centre, visitors from several countries spoke directly with Yasmeen without needing an interpreter because she is **multilingual**." What does "**multilingual**" mean in this context?

a. able to communicate in more than one language

b. able to understand every language without studying it

c. able to speak one language with complete accuracy

d. able to translate written texts as a professional job

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5. Before sharing the old photograph, Salma **verified** its date and source.
What does **verified** mean in this context?

a. Shared it with a large audience.

b. Checked that it was correct and reliable.

c. Changed its colour and size.

d. Added an emotional caption to it.

6. "The papyrus is **fragile** and must be handled carefully." The underlined adjective is closest in meaning to ..... .

a. strong b. official c. public d. delicate

7. The tendency to fear losing an opportunity more than gaining something is called ..... .

a. belonging b. loss aversion c. awareness d. efficiency

8. To stop yourself from buying something unnecessary is to ..... the temptation.

a. promote b. resist c. consume d. waste

9. Food waste ..... a serious global problem in recent years.

a. has become b. became

c. have become d. is becoming

10. Many supermarkets have not changed their wasteful practices ..... .

a. already b. since c. yet d. ever

11. ....., the lower sale price seems attractive; however, it may encourage unnecessary spending.

a. At first glance b. Because of c. Although d. As a result of

12. Consumers have become more aware of food waste; ....., many families still buy more than they need.

a. therefore b. however c. because of d. owing to

13. What is the purpose of the topic sentence in a discursive paragraph?

a. To introduce the main issue. b. To give a final opinion.

c. To list references. d. To tell a story.

14. What should usually come after the topic sentence?

a. A greeting b. The first viewpoint

c. A signature d. A title

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15. Which sentence uses fronting?

a. I will never forget that day.
b. That day, I will never forget.
c. I forgot that day completely.
d. I will forget that day soon.

16. Which section of a formal report explains why the problem happened?

a. Causes
b. Title
c. Greeting
d. Closing

2 Only one sentence in each group is grammatically correct. Choose the correct answer.

1. a. The statue stands at the entrance to the museum.
b. The statue stands in the entrance of the museum.
c. The statue stands on the entrance to the museum.
d. The statue stands from the entrance of the museum.

2. a. Despite the museum is modern, it preserves ancient history.
b. Although the museum is modern, it preserves ancient history.
c. Although its modern design, it preserves ancient history.
d. In spite the museum is modern, it preserves ancient history.

3. a. The inscriptions were translated by experts.
b. The inscriptions was translated by experts.
c. The inscriptions were translate by experts.
d. The inscriptions have translating by experts.

4. a. At first glance, appears attractive the offer.
b. At first glance appears the offer attractive.
c. At the first glance, the offer appear attractive.
d. At first glance, the offer appears attractive.

5. a. The app sends frequent notifications; therefore, users check it more often.
b. The app sends frequent notifications because of users check it more often.
c. The app sends frequent notifications; therefore users checks it more often.
d. The app sends frequent notifications owing to users check it more often.

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3 Read the text, then answer the questions.

When Places Remember

A historical landscape is more than a collection of old buildings, monuments, and ruins. It is a place where events from the past have left visible or invisible traces. A battlefield, an ancient street, a former factory, or even an ordinary house can become a site of memory when people connect it with important events, experiences, or individuals. Such places help communities remember their past and consider how it continues to influence the present.

However, sites of memory do not tell their stories automatically. The meaning of a place often depends on how it is preserved and presented. A ruined building, for example, may appear meaningless to a visitor who knows nothing about its history. Signs, photographs, recorded memories, and personal objects can provide context and transform a visit to an unfamiliar place into a powerful historical experience. In this way, interpretation becomes as important as preservation.

This means that museums act as storytellers, but storytelling also involves responsibility. Museums must decide whose experiences to include and which voices may have been ignored in the past. Traditional exhibitions often focused on powerful leaders and major political events. Today, many museums also include the experiences of workers, women, children, minority communities, and ordinary families. By presenting different perspectives, museums can offer a more complex understanding of history.

Technology has also changed how historical stories are communicated. Interactive screens, digital reconstructions, audio recordings, and virtual reality can help visitors imagine places that no longer exist or events that no longer occur. Nevertheless, technology should support the historical story rather than distract from it. Impressive digital effects are of little value if visitors leave without understanding why a place or object matters.

Ultimately, historical landscapes and museums connect memory with the present. They remind us that history is not simply a list of dates and events. It consists of human experiences that can be remembered, interpreted, and sometimes debated. By preserving significant places and telling their stories carefully, societies can help future generations understand both where they came from and how the past continues to shape their world.

A. Choose the correct answer from a, b, c, or d.

1. A place may become a site of memory when people ..... .
   a. protect it mainly because of its unusual architectural and artistic qualities
   b. rebuild it completely so that it appears exactly as it once did
   c. transform it into a modern museum containing valuable historical objects
   d. associate it with meaningful events, experiences, or individuals from the past

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2. According to the text, preserving a historical site may not be enough because ..... .
   a. visitors may need information and context to understand its significance
   b. old buildings usually lose their historical value after many years
   c. most visitors prefer interactive technology to original historical locations
   d. historical sites can only communicate meaning when objects are displayed there

3. The word "**interpretation**" in paragraph 2 is closest in meaning to ..... .
   a. protecting an old place from physical damage
   b. explaining and understanding the meaning of something
   c. rebuilding a place exactly as it was
   d. collecting objects from different historical periods

4. The writer mainly aims to ..... .
   a. explain how historical places and museums preserve and interpret collective memory
   b. argue that digital technology should replace traditional museum exhibitions entirely
   c. persuade governments to turn every important historical building into a museum
   d. demonstrate that personal stories are more reliable than official historical records

B. Find evidence from the text:

5. Find a sentence from paragraph 3 that shows museums can present history from different perspectives.

.....

C. Answer the following questions.

6. To what extent do museums successfully balance the need to present multiple perspectives with the responsibility of telling an accurate historical story? Justify your position with evidence from the text.

.....

7. Why does the writer believe that museums have a responsibility when telling historical stories? Use evidence to support your analysis.

.....

8. How does the writer connect the role of museums to the idea of preserving historical memory? Use evidence from the text.

.....

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4 Read the information, then decide whether the statement is True or False. Justify your answer.

1. Historical sites can preserve shared memories and connect people with the achievements and values of earlier generations.

   - Sites of memory can help communities understand their identity and heritage.

True	
False	
Justification	

2. Museums cannot display every object from the past. Curators choose, organize and explain particular artifacts to create a clear historical narrative.

   - Museums present every surviving artefact without making any choices.

True	
False	
Justification	

3. A chronological display arranges objects according to the order in which historical events or periods occurred.

   - A chronological display presents objects in a random order.

True	
False	
Justification	

4. Food is often wasted because people buy more than they need, store it badly or misunderstand date labels.

   - Poor planning and storage can increase food waste.

True	
False	
Justification	

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5 Read the personal profile, then answer the questions.

At the Grand Egyptian Museum in Giza, I joined a small-group tour featuring objects used in everyday ancient life. Although the gallery was crowded, our guide gave each visitor time to examine the tools and jewellery closely. I was surprised by how familiar some objects seemed, especially a wooden comb and a bread mould. The visit made history feel less distant and helped me imagine people's routines long ago.

1. Identify two objects that made an impression on the writer.

.....

.....

.....

2. How did the guide help the writer gain a better understanding of the objects despite the crowded gallery? Use evidence from the profile.

.....

.....

.....

6 Complete the sentences using the correct form of the word in brackets.

1. Museums play an important role in the ..... **(preserve)** of national heritage.
2. Visitors should examine the ..... **(accurate)** of online historical claims before sharing them.
3. The new signs have made the exhibition more ..... **(access)** to international visitors.

7 Complete the following text with the appropriate structure.

Recently, food waste (1) ..... **(become)** a major concern in many countries. Researchers (2) ..... **(already/show)** that families often buy more food than they use. Some schools (3) ..... **(start)** food-awareness campaigns, and several supermarkets (4) ..... **(introduce)** donation programs. However, many businesses (5) ..... **(not/change)** their practices yet.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Every year, thousands of visitors arrive at the museum eager to explore its remarkable collection of ancient relics and treasures. The keeper of the collection makes careful decisions about which objects to display and how to arrange them. Time-ordered displays help visitors trace the rise and fall of successive ruling families. Captions appear in many languages so the experience is welcoming and easy to use for everyone. Thanks to years of careful safeguarding, these national treasures will survive for future generations.

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1. artifacts	→ .....
2. curator	→ .....
3. dynasties	→ .....
4. conservation	→ .....
5. accessible	→ .....
6. chronological	→ .....



Writing Task

9 Write an essay of about 150–180 words on ONE of the following topics.

1. Can viral history be trusted?
2. Protecting a site of memory
3. Reducing food waste at school

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Concept 5 Sharing the Planet



UNIT

5

The Greenhouse Effect

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Unit Overview

This unit explores the concept of responsibility in relation to one of the most urgent issues of our time: the climate crisis. You will examine the causes and consequences of climate change, investigate renewable energy solutions, explore how young people are taking environmental action, and study real green initiatives taking place in Egypt.

Through reading, discussion, inquiry, and writing tasks, you will develop the ability to analyze arguments critically, evaluate sources, construct JRE paragraphs, and communicate your ideas about environmental responsibility with clarity and confidence.



You will be able to :

Reading: analyze informational texts and articles to identify the causes, effects and evidence of climate change, evaluate arguments, and understand specific environmental initiatives and youth activism.

Listening: comprehend expert podcasts and extract key information, including main ideas, specific details, and the speaker's perspective on renewable energy and the energy transition.

Speaking: articulate and defend your opinion in discussions and debates on environmental issues, using claims supported by reasons and evidence and employing reported speech to present the viewpoints of others.

Writing: construct well-structured argumentative paragraphs and informational leaflets, using cause-and-effect structures, modal verbs, and adverbials of degree and frequency to present persuasive arguments and factual information clearly.

Content Objectives	Language Objectives
You will: • identify the main idea and supporting details in extended environmental texts. • analyze cause-and-effect relationships and evaluate arguments. • evaluate renewable energy solutions and sustainability strategies. • construct structured (JRE) arguments about environmental issues.	**You will:** • use cause-and-effect structures (leads to, as a result, because of). • write structured argumentative paragraphs with clear claims and evidence. • write informational leaflets with headlines and calls to action. • use adverbials of degree and frequency to add precision and emphasis.

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Inquiry Question ?

- **How do human activities contribute to climate change, and what can we do to reduce their impact?**

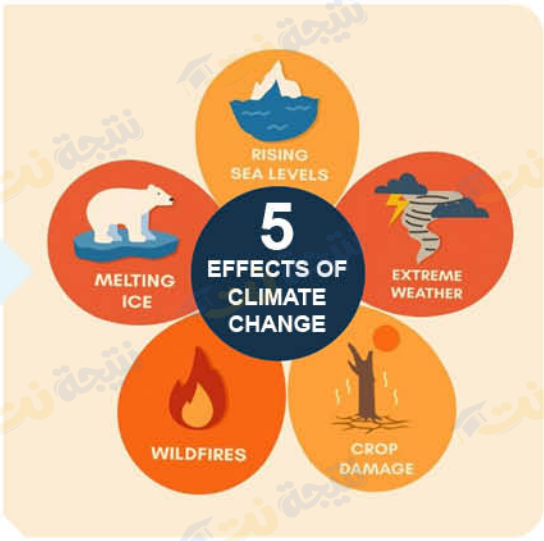
- **Look and answer:** Study the diagram, then answer the questions.

Explain

- Which effect of climate change do you think has the greatest impact on people's lives? Why?

Analyze

- How might one effect of climate change lead to another? Give an example.



- **Look and discuss the question.**

What does taking responsibility for our planet mean to you?

Consider:

- How can individuals help protect the environment?
- What actions can schools and communities take?
- Why is it important to act now rather than later?



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SECTION A : Climate Change

5.1 The Climate Crisis

Can our planet withstand the rapid pace of climate change ?

Our planet's climate is changing faster than at any point in recorded history. In this lesson, you will explore the science behind the climate crisis, examine its wide-ranging effects on people and ecosystems, and consider what urgent action looks like.



Inquiry Question:

- What are the main causes and effects of climate change ?

Discussion in pairs:

Explain

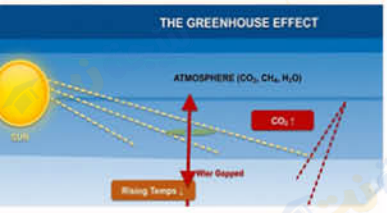
- How does the greenhouse effect warm the Earth?

Analyze

- How are melting ice, extreme weather, and crop damage connected to each other?

Evaluate

- Do you agree that humans are the main cause of climate change ? Why or why not?



The greenhouse effect: solar radiation enters the atmosphere, heat is trapped by CO_2 and other gases, raising global temperatures.

JRE

(Justify - Reason - Evidence)

- To what extent do you agree that humans are mainly responsible for climate change?

Support your answer with reasons and evidence from the text.

A. Mass Media *

The Climate Crisis: Understanding Our Burning Planet

by Dr. Amara Osei

* *"Synthesized and adapted by the (IPCC) Sixth Assessment Report, global biodiversity-loss indicators, and on mass bleaching in the Great Barrier Reef."*

- **Read the first paragraph carefully. Guess the meaning of the words in bold.**

The Earth's climate is changing at a **never-before-seen** rate. Scientists around the world agree that human activity is **the primary driver** of what we now call the **climate crisis**. Since the Industrial Revolution, the burning of fossil fuels - coal, oil, and natural gas - has **released** billions of tons of carbon dioxide (CO_2) into the atmosphere. As a **consequence**, these emissions create what is known as the "Greenhouse Effect", which traps heat and raises global temperatures.

- **Read paragraphs 2-6 and write the correct heading for each paragraph.**

Biodiversity loss	Food security threats	Melting ice & rising seas	Extreme weather events	The urgency of action

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JRE

(Justify - Reason - Evidence)

- How do you think climate change is an urgent global crisis? Give reasons and evidence to support your claim.



2. .....

The effects are already being felt across the planet. In the Arctic, ice sheets are melting at an **alarming rate**. Glaciers that have existed for thousands of years are getting smaller. As a result of this rapid melting, sea levels are rising, threatening coastal communities and low-lying island nations. Scientists predict that without immediate action, sea levels could rise by up to one meter by 2100, making hundreds of millions of people homeless.

3. .....

Extreme weather events are becoming more frequent and more severe. Because of rising global temperatures, **hurricanes**, wildfires, droughts, and floods are occurring with greater **intensity**. In 2023 alone, wildfires damaged parts of Canada, Greece, and Australia. Record-breaking temperatures were recorded on every continent. Consequently, the human and economic cost of these disasters is shocking and continues to grow each year.

4. .....



Biodiversity is also under serious threat. Since habitats shift and temperatures change, countless species struggle to adapt. Coral reefs, often called the rain forests of the sea, are dying due to ocean warming and **acidification**. As a result, the Great Barrier Reef has experienced mass **bleaching** events repeatedly in recent years. Experts warn that human activity has led to the sixth mass extinction event in Earth's history.

5. .....



Agriculture and food security are at risk too. Due to changing rainfall patterns and extreme heat, crop production is being reduced in many parts of the world. As a result, regions that were once **fertile** are becoming increasingly dry. Meanwhile, other areas face disastrous floods that destroy harvests. Sadly, the poorest communities, who contribute the least to climate change, are often the hardest hit.

6. .....



The scientific **consensus** is clear. If global temperatures rise by more than 1.5°C above pre-industrial levels, the results could be disastrous and irreversible. The window for action is narrowing. Every **fraction** of a degree matters. The decisions we make today, individually and collectively, will determine the kind of planet we leave for future generations.

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Comprehension Check



A **Choose the correct answer from a, b, c or d.**

1. The phrase "greenhouse effect" refers to:
   a. plants growing in a greenhouse
   b. the trapping of heat in the atmosphere
   c. a reduction in air pollution
   d. the cooling of the Earth's surface

2. According to the text, which group is most at risk from food insecurity?
   a. Arctic communities b. The world's poorest communities
   c. Island nations d. Coral reef ecosystems

B **State whether each statement is True (T), False (F) or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Human activity is a contributing factor to climate change.		
2. Sea levels are currently falling around the world.		
3. The poorest communities are also the biggest contributors to climate change.		



C **Answer the following questions.**

1. **Explain**
What specific event does the author use to illustrate the threat to biodiversity?

.....

2. **Explain**
Which phrase in the text means "becoming dry and lacking water"?

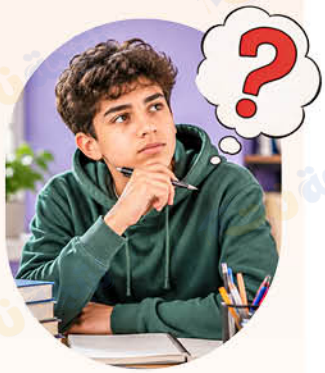
.....

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3. Analyze

Which phrase in the final paragraph suggests the situation is very serious and time is running out?

.....



4. Analyze

How do the consequences of unchecked climate change affect both people and the environment? Use examples from the text.

.....

5. Evaluate

Do you think the writer provides enough evidence to convince readers that climate change requires urgent action? Why or why not? Support your answer with evidence from the text.

.....

Cause-and-Effect Structure
Show the relationship between why something happens (cause) and what happens as a result (effect).

Vocabulary

• Match the following words with their meanings.

Words	Meanings
1. alarming rate	**a.** general agreement among a group of people
2. hurricanes	**b.** the process of becoming more acidic
3. intensity	**c.** able to produce many plants or crops
4. biodiversity	**d.** a small part or amount of something
5. acidification	**e.** the variety of plant and animal life
6. bleaching	**f.** the strength or degree of something
7. fertile	**g.** the process of losing color
8. consensus	**h.** very strong storms with powerful winds
9. fraction	**i.** a speed or level that causes worry because it is increasing quickly

• Climate Change Around the World.

Country	Climate Change Impact	What Egypt Can Learn
Maldives	Rising sea levels threaten the country's existence.	International advocacy

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Australia	Extreme heat, wildfires, coral bleaching.	Disaster Preparedness
Netherlands	Sea level rise; innovative flood defenses.	Engineering solutions

• **Compare and Contrast:**

1. How does climate change affect Egypt differently from other countries?
2. What can Egypt learn from countries facing similar challenges?
3. In your opinion, what unique strengths does Egypt have in addressing climate change?



Writing in Action

Cause and effect structures			
Type	**Connector**	**Followed by**	**Example**
Cause	because of / due to / owing to	noun phrase	**Due to the heat**, crops failed.
	because / since / as	full clause	**Because the ice melts**, seas rise.
Effect	as a result / as a consequence	new sentence	**As a result**, sea levels rose.
	therefore / consequently	new sentence	**Therefore**, action is urgent.
	lead(s) to / result(s) in / cause(s)	noun phrase	This **leads to** rising temperatures.



Writing in Context

A **Fill in the blanks with the correct connector from the box:**

Because of – Owing to – Consequently – Since – leads to

1. ..... the planet is warming, glaciers are melting faster than ever.

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2. Extreme heat ..... reducing crop yields in many parts of the world.

3. ..... changing rainfall patterns, many fertile regions are becoming increasingly arid.

4. Habitats are shifting and temperatures are changing. ....., many species struggle to adapt.

5. ..... human activity, we are entering the sixth mass extinction event in Earth's history.

B **Write three sentences about climate change using cause-and-effect structures.**

1. .....

2. .....

3. .....

An argumentative paragraph is a structured unit of writing that focuses on a single, debatable claim supported by evidence, reasoning, and analysis. Its primary purpose is to persuade the reader to accept a specific viewpoint or take a particular action.

Argumentative Paragraph

• **Structure of an argumentative paragraph.**

Part	What to write	Useful language
1. Topic Sentence	State your opinion clearly. This is the MAIN IDEA of the paragraph.	It is clear that... / I strongly believe... / There is no doubt that...
2. Supporting Sentences	Give 2–3 reasons or pieces of evidence to support your opinion.	First, ... / Furthermore,.../ In addition, .../ As a result, ... / Because of this, ...
3. Concession	Mention the opposite view, then refute it. This makes your argument stronger.	Although some people believe... / While it is true that... / However,...
4. Concluding Sentence	Restate your opinion in different words. Do NOT introduce a new idea.	In conclusion,... / To sum up, ... / Therefore, it is evident that ...

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Writing Reflection

Writing Task

- **Write a structured argumentative paragraph of (150 - 180) words about an environmental issue of your choice. Your paragraph must:**

- Include a clear topic sentence (claim).
- Show a clear cause-and-effect relationship.
- Use at least TWO cause-and-effect structures from the grammar focus table.
- End with a concluding sentence that reinforces your argument.

.....

.....

.....

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.....

.....

.....

Remember

1. Always start with a clear opinion in the **Topic Sentence**.
2. Use linking words to connect your ideas: **First / Furthermore / However / As a result / In conclusion**.
3. **The Concluding Sentence** must RESTATE the opinion — not copy it word for word.
4. One paragraph = ONE main idea only.

Writing Task Checklist

1. My first sentence states my opinion clearly and directly. ☐
2. I use a formal opener: It is clear that... / There is no doubt that ... ☐
3. I use cause and effect connectors: As a result, ... / Due to ... / Therefore, ... ☐
4. I mention the opposite view: Although .... / Some people believe ... ☐
5. I refute it: However, ... / Nevertheless, ... ☐
6. I use: In conclusion, ... / To sum up, ... / Therefore, it is clear that ... ☐

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5.2 Renewable Energy — Powering a Sustainable Future

Can Nature Power the World?

From solar farms in the Egyptian desert to offshore wind turbines in the North Sea, renewable energy is transforming how the world powers itself. In this lesson, you will listen to an expert podcast, evaluate the evidence for the energy transition, and practice producing an informational leaflet.

Inquiry Question:

- **What other renewable energy solutions exist today?**



Renewable Energy Sources



Solar
Photovoltaic panels convert sunlight into electricity

Cost drop

Benban Solar Park — Egypt's flagship clean energy project



Wind
Turbines harness the kinetic energy of wind

Growing

Offshore wind farms provide consistent clean power



Hydro
Moving water drives turbines

Reliable

Provides stable power regardless of weather



Geothermal
Earth's heat powers turbines

Non-stop

Consistent energy with very low carbon footprint

Discussion in pairs:

Study the image above and discuss with a partner:

Explain

- What form of renewable energy does each source represent?



Analyze

- What are the advantages of renewable energy over fossil fuels?
- Can you think of any disadvantages or challenges in transitioning to renewables?

Evaluate

- How would you know if renewable energy was working in your community?

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Listening

Expert Podcast on the Energy Transition*

Powering a Sustainable Future

** "Synthesized and adapted by the national curriculum development team from the International Renewable Energy Agency (IRENA) global market cost drop statistics, power grid intermittency solutions, and clean energy battery storage technologies, structured around modal verbs used for cautious evidence evaluation."*

Dr. Layla Hussain is talking to Marcus Green about the global renewable energy transition.

Listen to this extract from a podcast and answer the questions.

A Listen and choose the correct answer from a, b, c, or d:

1. According to Dr. Hussain, which renewable energy source is currently the fastest growing worldwide?

a. Hydroelectric energy b. Wind energy

c. Solar energy d. Geothermal energy

2. The cost of solar panels has fallen by approximately how much in the last decade?

a. 30 % b. 50 % c. 70 % d. 90 %

3. The podcast focuses mainly on which aspect of the energy transition?

a. The barriers to adoption

b. The success stories and potential

c. Government policy failures

d. The environmental impact of turbines

4. Dr. Hussain stated that battery storage technology has become important because it ..... .

a. reduces the cost of wind turbines

b. solves the problem of intermittency

c. creates jobs in manufacturing

d. reduces carbon emissions directly

Listen

JRE

(Justify - Reason - Evidence)

To what extent do you agree that solar energy is currently the most important source of renewable energy? Give evidence for your claim.





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B **Listen again and identify the FOUR true statements below.**

1. Renewable energy is now cheaper than fossil fuels in many countries. ☐
2. All governments have committed to 100 % renewable energy by 2050. ☐
3. Wind and solar power together now provide a significant share of global electricity. ☐
4. The transition to renewables will create no new employment opportunities. ☐
5. Developing nations are increasingly leapfrogging fossil fuels for renewables. ☐
6. Battery technology remains a major obstacle to the energy transition. ☐
7. Green hydrogen is mentioned as a promising solution for heavy industry. ☐
8. Public investment alone is sufficient to drive the energy transition. ☐

JRE

(Justify - Reason - Evidence)

To what extent can students play specific roles – as researchers, auditors, or advocates – help transition schools toward a zero-carbon energy model? Give reasons and evidence for your answer.

C **Listen again and answer the following questions.**

1. Why is Dr. Hussain optimistic about the energy transition despite current challenges?

.....

2. What specific example does she give of a country that has successfully transitioned to high levels of renewable energy?

.....

3. What will the next part of the podcast discuss?

.....

JRE

(Justify - Reason - Evidence)

To what extent does the transition to green energy systems effectively mitigate global environmental pollution?

- **Read and complete the Green Energy podcast using the words below.**

investment – economic – renewable – battery – fossil – intermittency – achievable

In this podcast, the host spoke to Dr. Layla Hussain about the global (1) ..... energy transition. Dr. Hussain argued that the move away from (2) ..... fuels is no

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longer just an environmental choice but an (3) ..... one. She confirmed that the biggest challenge remains the (4) ..... of renewable energy, but argued that advances in (5) ..... storage are rapidly solving this problem. She concluded by saying that with the right (6) ..... from governments and businesses, a fully renewable energy grid is (7) ..... within our lifetime.

Speaking: Energy Debate Challenge

Work in pairs or small groups. Get ready to think, persuade others, and defend your ideas!

Round 1 : Power Ranking

"Which renewable energy source deserves the 1st spot?"

- Choose the renewable energy source you think is most effective today.
- Defend your choice with reasons and evidence from the podcast.
- Can you convince your group to agree with you?

Round 2 : Opportunity or Obstacle?

"Is the renewable energy transition a golden opportunity or a dangerous challenge?"

- Take a side and explain your opinion.
- Use examples from the podcast to back up your argument.
- Listen to your partner's view – do they agree or disagree?

Round 3 : Who's Responsible?

"Who should lead the energy revolution – governments or citizens"?

- **Discuss:**
  To what extent should governments be responsible for the energy transition?
- **Justify** your answer with strong reasons and real examples.
- **Challenge** your partner's ideas respectfully and offer counter-arguments.

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Modals are special helping verbs that change the "flavor" of the main verb. They never change their form –no "*-s*, *-ed*, or *-ing*".
Modal verbs are self-sufficient. To make them negative, simply add "*not*" after them; to make them questions, simply move the modal before the subject of the sentence.

Grammar Focus

- **Modal verbs to present facts carefully and evaluate evidence**

Modal Verb	Use / Function	Example (Energy Context)
can / could	Express possibility or potential	Solar energy **could power** entire cities by 2050.
should / ought to	Give recommendations or obligations	Households **should switch** to renewable energy sources.
may / might	Express uncertainty or hedge debatable claims	Battery storage technology **may solve** the problem of intermittency.
must	Express strong necessity or urgency	Governments **must invest** in clean energy infrastructure now.



Grammar in Context

↘ Complete with the correct modal verb:

1. Wind farms ..... **(ability/capacity)** generate enough electricity to power entire regions when supported by proper infrastructure.
2. Governments ..... **(advice/recommendation)** invest more in renewable energy to reduce long-term environmental damage and protect future generations.
3. Experts believe that electric vehicles ..... **(possibility)** become the global standard within a decade, although this is not certain.

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4. In the future, battery storage technology ..... **(possibility)** solve the problem of intermittency, but more research is still needed.

5. Schools ..... **(advice/recommendation)** consider installing solar panels to reduce energy costs and promote sustainability.



Writing – Informational Leaflet

Key Features of a Well-Written Leaflet

Feature	Description / Example
Eye-catching headline	Grabs the reader's attention immediately — use a question or bold statement.
Subheadings	Organize content into clear, easy-to-navigate sections.
Bullet points	Present key information concisely and accessibly.
Call to action	Encourages the reader to do something specific: "Switch to solar today!"
Tone and register (friendly tone)	Matches the intended audience — friendly yet informative for young people.
Visuals	Images or diagrams support and enhance the written text.

An informational leaflet is a printed or digital document designed to provide concise, factual, and easy-to-read information about a specific topic, product, service, or organization.
Its primary purpose is to educate the reader, raise awareness, or explain a process in a way that is accessible and quick to digest.

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Green Energy Guide

Why are you still paying for energy the sun gives for free?

Everything you need to know about switching to solar – and why young people are leading the charge.

✓ Eye-catching headline	✓ Subheadings	✓ Bullet points	✓ Call to action	✓ Friendly tone	✓ Visuals



What is Solar Energy ?

- Solar panels capture sunlight and convert it into electricity for your home.
- Excess energy can be stored or sold back to the grid.



Why Should Young People Care ?

- Climate change is your generation's biggest challenge – solar can be a practical solution.
- Young people are already running solar-powered startups!



How Do You Get Started ?

- Talk to your parents or your school about installing rooftop solar panels.
- Start small: solar-powered chargers are a great first step.

Ready to make a difference ?

Search online or ask your teacher to arrange a solar workshop



Switch to Solar Today.



Writing Reflection

Use modal verbs in your leaflet to make recommendations and evaluate energy solutions with appropriate caution. Avoid stating everything as absolute fact.

.....

.....

.....

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SECTION B : Egypt's Green Change Makers

5.3 Greening Projects in Egypt

What is Egypt's plan to turn green?

Egypt is taking significant steps toward a greener future. In this lesson, you will read about real environmental initiatives across the country, evaluate their effectiveness, and consider what more can be done–by governments and by individuals.

Inquiry Question:

- How are green projects helping Egypt respond to environmental challenges?



Discussion in pairs:

Explain

- What green projects is Egypt currently working on to protect the environment?

Analyze

- How are government projects and individual actions connected in protecting Egypt's environment?

Evaluate

- Which is more important for Egypt's green future, government projects or individual actions?

Egypt's Journey Towards a Greener Future

Look at the picture. What environmental challenges does Egypt face? What actions do people take to help?



Egypt's major green initiative: Benban Solar Park.

JRE

(Justify - Reason - Evidence)

To what extent does the Benban Solar Park help protect the environment ?

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Listening

*Greening Projects in Egypt**

* *"A national environmental case study custom-synthesized by the curriculum development team from official Ministry of Environment briefings on the Benban Solar Park infrastructure, national 'Go Green' initiative metrics, and municipal e-waste recycling frameworks, designed to embed target adverbials of degree and frequency."*

A **Listen to the podcast about green projects in Egypt, then choose the correct answer from a, b, c or d:**

1. What is the purpose of the Benban Solar Park?

a. To create jobs for local people
b. To produce clean electricity and reduce pollution
c. To attract tourists to the area
d. To replace all fossil fuel plants in Egypt

2. What does the "Go Green Initiative" encourage people to do?

a. Travel less
b. Buy more products
c. Reduce plastic use and recycle waste
d. Build more factories

3. What does the Green Cities Program aim to do?

a. Build more buildings in Cairo
b. Make cities healthier and more sustainable
c. Increase traffic in cities
d. Reduce the number of schools

4. What is done about electronic waste in Egypt?

a. It is being sent to other countries.
b. New laws and programs help manage it safely.
c. It is being burned to produce energy.
d. Nothing is being done about it.

5. What does the speaker say is needed for Egypt's sustainability efforts to succeed?

a. Only government action
b. Only individual action
c. Both government action and individual behavior change.
d. International help only

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B **Listen again and complete each sentence with the missing information.**

1. The Benban Solar Park produces clean electricity using ..... .
2. The "Go Green Initiative" aims to raise ..... among citizens about protecting natural resources.
3. The Green Cities Program includes projects in Cairo such as waste recycling, clean ..... , and energy efficiency in buildings.
4. New laws and programs help manage ..... waste safely.
5. In Sharm El-Sheikh, hotels use ..... energy.
6. Success depends not only on governments but also on ..... who must change their daily habits.

C **Listen again. Write True (T) or False (F) and correct the false ones.**

1. The Benban Solar Park uses fossil fuels. ☐
2. The "Go Green Initiative" is led by the Ministry of Environment. ☐
3. Recycling projects are not supported by the government. ☐
4. Individuals do not have a role in protecting the environment. ☐

• **Match the following words with their meanings.**

Words	Meanings
1. awareness	**a.** the process of converting waste materials into new, reusable products
2. sustainability	**b.** a plan or program introduced to achieve a specific goal
3. initiative	**c.** gases released into the atmosphere, especially those causing pollution
4. recycling	**d.** the ability to perform a task with minimum waste of time and resources
5. emissions	**e.** the state of knowing about and understanding a particular issue
6. efficiency	**f.** the ability to meet present needs without harming future generations



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Speaking

Debate Task:

Motion : (Government projects are more effective than individual actions in Egypt).

Team FOR (Government)	Team AGAINST (Individual Action)
The government has more resources.	Individuals create change from the ground up.
Large-scale projects like Benban make a big impact.	Every person can make changes.
Policy can create systematic change.	Individual actions add up.

You must:

- Present arguments with clear claims and supporting evidence
- Give examples from real projects in Egypt
- Respond to opposing ideas with respect and counter-evidence

Writing in Action

Use adverbials of degree and frequency to add precision and emphasis when writing about Egypt's environmental progress and challenges.

Adverbials of Degree and Frequency			
Type	**Examples**	**Function**	**In Context (Egypt)**
Degree	significantly, greatly, largely, considerably, slightly	Show how much/to what extent	Egypt has **significantly** reduced its reliance on fossil fuels.
Frequency	consistently, regularly, rarely, frequently	Show how often something happens	Egypt is **increasingly** investing in clean energy solutions.

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Certainty /Stance	clearly, undoubtedly, arguably, currently, generally	Express the writer's point of view or attitude	**Clearly**, individual action alone is not enough to solve the crisis.

Writing Reflection

Writing Task

- **Write an argumentative paragraph of (150 - 180) words about Egypt's Green Future. Use degree adverbials to strengthen your claims and frequency adverbials to describe how environmental efforts are progressing.**



Argumentative Paragraph Checklist

The paragraph includes:

1. At least 2 examples of real green projects in Egypt ☐
2. Your own suggestions for further improvement ☐
3. At least one cause-and-effect structure ☐
4. A clear concluding sentence ☐
5. At least two adverbials of degree ☐
6. At least two adverbials of frequency ☐

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5.4 Individual and Collective Actions

How can we make change?

From viral speeches to ocean cleanup projects, young people around the world are refusing to wait for adults to solve the climate crisis. In this lesson, you will read about youth action, analyze arguments and evidence, and plan your own Eco-Leaders program.



Inquiry Question:

- **How are young people leading the fight to save the planet?**

Discussion in groups of four:

Explain

- How are young people around the world taking action to protect the environment?

Analyze

- Why are young people becoming more active in the fight against climate change?

Evaluate

- Do you think young people can make a real difference in solving the climate crisis? Why or why not?

JRE

(Justify - Reason - Evidence)

1. To what extent should young people lead environmental change in their communities?
2. Do you agree that taking small actions is more effective than waiting for large-scale change? Give evidence to support your claim.



- **Read the Young Eco-Leaders Summit program overview below and imagine you could organize a similar event at your own school. What would you add or change?**

Young Eco-Leaders Summit — Saturday 22 April — Earth Day — 9:00am to 5:00pm			
Climate Science	**Sustainable Cities**	**Eco-Activism**	**Green Technology**
Debate & Advocacy	Community Projects	Media & Campaigns	Innovation Hub

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• **Read and annotate the text "*Young Egyptians Taking Action for Our Planet*". As you read, note:**

(a) examples of young Egyptians taking action for the environment.

(b) evidence or facts mentioned.

(c) challenges or problems addressed.

Young Egyptians Taking Action for Our Planet *

** "An original pedagogical text custom-authored by the curriculum development team to highlight local grassroots youth activism and engineering innovations, engineered specifically to serve as a baseline model for reporting verbs and reported speech transformations."*

Last spring, the *Egyptian Youth Environment Network* held its annual conference in Cairo. The conference coordinator, Ms. Hana Karim, opened the event by saying that she had never seen so much **determination** from young Egyptians in all her years of environmental work. She added that the solutions to Egypt's environmental challenges were already being developed by students and young **innovators** across the country.

One inspiring story came from Omar Taha, an engineering student from Cairo University. He told the audience that his team had designed a low-cost solar water heater that could be installed on ordinary rooftops. He explained that the device could reduce a family's electricity bill by up to forty percent. When a journalist asked him whether the technology was **affordable** for lower-income families, Omar replied that the total cost of materials was less than three thousand Egyptian pounds.

Another **memorable** moment came from Farida Mustafa, a sixteen-year-old from Luxor. She said that she had started a Nile clean-up campaign with just five friends and that it had grown to over two hundred volunteers within a year. She warned that the river was changing **rapidly** and that their generation had a responsibility to protect it. She encouraged everyone to take action, however small, in their local community.

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As the conference closed, Ms. Karim reminded the delegates that Egypt was **specially positioned** to lead environmental **innovation** in Africa. She told the young **participants** that the decisions their generation made in the coming years would shape the future of the country and the planet.

Comprehension Check

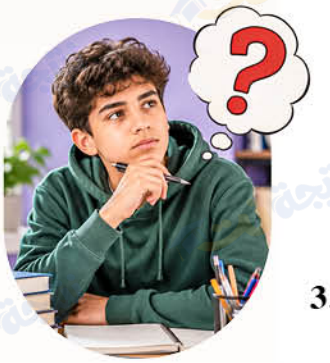
A **Choose the correct answer from a, b, c or d.**

1. Find a word in paragraph **1** which is similar in meaning to "a strong will to finish a task".

a. communication b. innovation

c. determination d. participation

2. Which detail shows that Omar's idea is affordable for many families?



a. It was presented at a conference.

b. It uses solar energy.

c. It can reduce electricity bills.

d. The materials cost less than 3000 Egyptian pounds.

3. Which of the following does the article suggest young Egyptian activists are NOT doing?

a. Using innovation and technology

b. Organizing community campaigns

c. Ignoring environmental problems

d. Working with community volunteers

B **Find the word(s) or phrase(s) in the text that could meaningfully replace the words below.**

1. persistence **(paragraph 1)** → .....

2. inexpensive **(paragraph 2)** → .....

3. unforgettable **(paragraph 3)** → .....

4. very well-placed **(paragraph 4)** → .....

5. representative **(paragraph 4)** → .....

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C **Answer the following questions.**

1. Explain
What specific example of youth innovation does the text provide involving clean energy for Egyptian homes?

.....

2. Explain
What message did Farida give to other young people?

.....

3. Analyze
What challenge does Farida Mustafa warn about, and what evidence does she give that young people can make a difference?



.....

4. Evaluate
Do you think Omar's project can make a real difference in Egypt? Justify your answer.

.....

5. Evaluate
To what extent are young people responsible for environmental protection?

.....

Speaking

Work in pairs. One student is a journalist. The other reports what people said.

Example:

• What did Omar say about his project?

- "Omar explained that his team had designed a low-cost solar water heater and that it could reduce electricity bills."

1. What did Farida warn about?

.....

2. What did Ms. Karim believe?

.....



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Presentation

Presentation Task

In groups, plan your own Eco-Leaders Program

Your school has the opportunity to develop a two-day residential workshop to build environmental skills. You are in a planning committee meeting.



- **Instructions:**
  - Each person presents their ideas for the workshop program
  - Discuss as a group and agree on a final two-day plan
  - Present your group's program to the class using: ***(claim + reason + evidence).***

- **Useful Language:**

"I think we should include…"
"In my opinion, the most important skill is…"
"I agree / disagree because…"
"What if we started with…?"

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5.5 Assessment

Summative

Writing Task

• **Write an argumentative paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to take responsibility for the environment in today's world?

B. How do cultural and economic differences shape our responses to environmental problems?

Build Your Ideas

- The issue of ..... is highly debated today.
- Firstly, I believe that ..... .
  This is because ..... .
  For example, ...
- However, some people claim that ..... .
  They argue that ..... .
  Although this may be true, I believe that ..... because ..... .
  For instance, ...
  This shows that ..... .
- In conclusion, I strongly believe that ..... because ..... .
  While other views exist, ... remains more convincing.
  If ..... , then ..... .

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Reflection Questions :

1. What is the most important thing you learned about climate change in this unit? Why did it surprise or interest you? Think about the article, the podcast, or the reading text from lessons 5.1 - 5.4.

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2. Which skill did you find most challenging in this unit - reading, writing, grammar, or speaking? What made it difficult, and what will you do to improve it?

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3. Do you think individual or collective actions are more effective in addressing the climate crisis? Use at least one cause-and-effect structure in your answer.
Use: because of / as a result / therefore / leads to.

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4. What is one action you personally commit to taking after studying this unit to help the environment ? Construct a JRE response: Justify - Reason - Evidence.

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Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a climate article for gist, identify key details, and support my answers with evidence from the text.			
Vocabulary	understand and use: greenhouse effect, fossil fuels, carbon emissions, biodiversity, climate crisis.			
	understand and use: renewable, solar, wind, geothermal, intermittency, sustainability, emissions.			
Language	use cause-and-effect structures: because of / owing to / since / therefore / leads to / as a result.			
Grammar	use modal verbs (could, should, may, must) to present facts carefully and make recommendations.			
Listening	listen to a podcast about energy transition.			
Speaking	a debate about energy consumption.			
Writing	write a structured argumentative paragraph (150 - 180) words with a clear claim, cause-and-effect reasoning, and supporting evidence.			
JRE	construct a JRE argument: state a clear claim, give a reason, cite evidence from the text, and explain how it supports my claim.			

One skill I want to work on:

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One thing I am proud of in this unit:

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