ENGLISH

EGYPTIAN BACCALAUREATE

2nd Year

Part 2

11



nezakr.natega4dk.net

English

Egyptian Baccalaureate

2nd Year

Advised by INTERNATIONAL BACCALAUREATE®

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

© 2026 Ministry of Education and Technical Education

All rights reserved.

Copyrights and accountability for the content of this textbook remain with the Ministry of Education and Technical Education.

No part of this publication may be reproduced, stored in a retrieval system,

or transmitted in any form or by any means - electronic, mechanical, photocopying, recording,

or otherwise - without the prior written permission of the copyright holders.

Ministry of Education and Technical Education

New Administrative Capital

Cairo, Egypt

nezakr.natega4dk.net

Contents

CONCEPT 6 A World for All

Unit 6 The Space We Share *Page 6*

Section (A) : Global Responsibility
- A World We Borrow
- When Needs Compete

Section (B) : Speaking Up for Others
- Voices for the Voiceless
- Global Citizens, Local Actions

• **Consolidation Review C**



CONCEPT 7 Passion & Purpose

Unit 7 Discovering Your Passion *Page 40*

Section (A) : Where Passion Begins
- From Hobby to Opportunity
- Building a Community Around Your Passion

Section (B) : What Passion Leaves Behind
- Leaving Your Mark
- Time Well Spent: Balancing Passion and Priorities



CONCEPT 8 Identity Across Time

Unit 8 Pathways to Progress *Page 66*

Section (A) : Bridging Skills and Future Careers
- Vocational Education in Egypt
- International Vocational Voices Online

Section (B) : Building Future Professionals
- The Egyptian-Japanese Schools (EJS)
- The Skills Employers Really Want

• **Consolidation Review D**



nezakr.natega4dk.net

CONCEPT 9 Belonging & Well-being

Unit 9 Circles of Belonging

Page 101

Section (A) : A Sense of Belonging
- Finding My place
- Relationships That Help Us Grow

Section (B) : Inclusion and Community Action
- No One Left Out
- Community That Cares



CONCEPT 10 Invisible Consumption

Unit 10 Behind the Buy

Page 126

Section (A) : What We Don't See
- Hidden Cost of a Click
- Chasing Validation

Section (B) : The Price We Don't Count
- True Price of Fast Fashion
- Rethinking What We Buy:
  A Community Response

• **Consolidation Review E**



nezakr.natega4dk.net

Concept 6 A World for All



UNIT

6 The Space We Share

nezakr.natega4dk.net



Unit Overview

This unit explores the concept of Sharing the Planet by examining the rights and responsibilities that come with living alongside other people and species, as well as finite natural resources. You will study how migratory wildlife depends on cross-border cooperation, how competing human needs create genuine conflict over rivers and land, how individuals can advocate for those who cannot speak for themselves, and how small local actions connect to much greater global efforts.

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

You will be able to

Reading: analyze narratives and articles to identify how people and species share limited resources.

Listening: listen to a media report about local environmental action and distinguish stated from unstated information.

Speaking: present an example of shared responsibility, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write formal and persuasive emails that weigh different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify how species and people depend on shared, finite resources. • analyze how competing human needs create genuine conflict. • evaluate how individuals can advocate for those who cannot speak for themselves. • examine how local environmental actions connect to global impact. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • use reported speech to report what people said or claimed. • write a formal email making a clear, polite request. • write a persuasive email presenting a call to action.

nezakr.natega4dk.net

Inquiry Question ?

- **What responsibilities come with sharing a planet of limited resources with other people and other living things?**

Resource	Who depends on it ?	Example tension
A wetland	migratory birds, fishing communities, developers	conservation vs. housing or farmland
A river	farmers, fishermen, cities, dams, ecosystems	upstream use vs. downstream supply
A coastline	marine life, tourism, fishermen, residents	fishing methods vs. species protection
Clean air	every living thing in a region, industry, transport	economic growth vs. air quality

Analyze	Explain	Evaluate
How do you think local decisions about a shared resource can end up affecting people or species far away?	Why might two groups who both have a fair claim to a resource still end up in serious conflict?	Which shared resource do you think creates the most difficult conflicts to resolve? Explain your reasoning.

- **Look at the picture and discuss with a partner.**

What topics do you think this unit will discuss?



nezakr.natega4dk.net

SECTION A: Global Responsibility

6.1 A World We Borrow

Nobody owns a migrating bird

When communities and ecosystems share finite resources, conflicting interests make absolute control impossible – sustainable outcomes require negotiated governance built on shared evidence and mutual recognition of legitimate needs.

Inquiry Question:

- **Name a bird that migrates to the shores of Egypt.**



Discussion in groups of four:

- Can you think of an animal, a plant, or a resource that crosses borders without anyone's permission?
- What problems might this create for the countries involved?

Analyze

- Why might funding for wetland conservation be 'the first thing cut when budgets tighten'?

Evaluate

- Who should be responsible for protecting a species that no single country can claim?

JRE

(Justify - Reason - Evidence)

1. Do you think individual countries should be legally responsible for protecting species that spend only a fraction of their life cycle within that country's border? Why? Support your answer with evidence.
2. Compare the long-term economic and environmental impacts of developing a wetland versus conserving it for ecotourism. How should we balance these priorities? Justify your answer.



A World We Borrow *

* *"An original pedagogical reading text custom-authored by the national curriculum development team; scientific evidence and conservation perspective synthesized from international wildlife conservation reports."*

Every fall, several billion birds leave their breeding grounds in northern Europe and Asia. They travel south without passports or awareness of the borders they cross. Many of them fly directly over Egypt. Their route is so reliable that birdwatchers can predict, almost to the week, when the sky above certain wetlands will fill with birds.

The journey is staggering by any measure. A single Eurasian curlew may cover several thousand kilometers in just a few weeks. It depends on a chain of wetlands, river deltas, and coastal marshes, and each one belongs to a different country, with its own laws and priorities. If a single link in that chain disappears because a wetland is drained for agriculture, built over for housing, or simply left too polluted to support the insects and fish that migratory birds depend on – the consequences are felt not by the country that made the decision, but by ecosystems thousands of kilometers away that never had any say in the matter.

nezakr.natega4dk.net





Conservationists describe this as one of the clearest examples of what it means, practically rather than poetically, to share a planet. No single country can protect a migratory species alone; a wetland perfectly preserved in one country doesn't really help a bird that starves during a stopover in another. International agreements now attempt to coordinate this kind of protection, though enforcement varies enormously, and funding for wetland conservation is frequently the first thing cut when budgets tighten.

For local communities living beside these wetlands, the birds bring both value and tension. Ecotourism built around birdwatching can provide real income, yet the same wetlands are often wanted for development precisely because they sit on valuable, flat, well-irrigated land. Balancing these competing pressures rarely has an easy answer; it requires constant negotiation between people who will never meet the species they are arguing about, and who often disagree profoundly about what protecting it should actually cost them.

JRE

(Justify - Reason - Evidence)

Consider both views below. Which position do you find more convincing?
Use JRE framework to define your answer.

1. Wetlands should be preserved because ecotourism built around birdwatching can provide real, ongoing income.
2. The same wetlands sit on valuable, flat, well-irrigated land that communities may urgently need for development.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, why can no single government protect a migratory species alone?

.....

Explain

- What are the two major challenges facing international agreements when attempting to protect migratory species ?

.....

- Why do wetlands create both value and tension for local communities?

.....

Evaluate

- Do you think international agreements are an effective way to protect species that cross many borders? Justify your view.

.....

nezakr.natega4dk.net

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. Migratory birds can travel several thousand kilometers relying on a chain of wetlands.		
2. Every wetland along a migration route belongs to the same country.		
3. Funding for wetland conservation is described as stable and rarely cut.		
4. Ecotourism built around birdwatching can provide real income for local communities.		
5. The article names the countries that have signed the international conservation agreements.		

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.



Vocabulary

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

Words	Meanings
1. staggering	**a.** become more limited, especially because less money is available
2. stopover	**b.** people who work to protect nature and wildlife
3. tighten	**c.** extremely impressive or surprising in scale
4. enforcement	**d.** making sure people follow rules or laws
5. curlew	**e.** having had the water removed from it
6. drained	**f.** a short rest or stop during a long journey
7. conservationists	**g.** a large bird with a long, curved beak

nezakr.natega4dk.net



Practice (Identify - Analyze)

➔ Write **FOUR** sentences using words from the text to describe a natural resource shared by different countries, communities, or species. Then choose one sentence and explain why sharing it fairly can be challenging.

.....

.....

.....

Grammar Focus

• **Reported Speech**

When we tell someone what another person said, we usually do not repeat their exact words. Instead, we report the idea using reported speech. This is especially useful for reporting the opinion of conservationists.

A reported sentence usually begins with a reporting verb such as "*said*, *told*, *explained*, *added*, *replied*, or *claimed*" followed by (that) and a clause. The word "that" is optional and is often dropped in spoken English.

• **Subject + said (that) + clause**

The farmer said (that) he needed more land.

• **Subject + told + person + (that) + clause**

The farmer told the officer (that) he needed more land.

Note the difference: *say* is not followed directly by a person (say to somebody), while *tell* must be followed by a person (tell somebody)

• **Changing the Tense**

When the reporting verb is in the past (said, told, explained ...), the verb in the reported clause usually moves "one step back" into the past. This is called backshift.

• **Note :** Remember to change pronouns and time/place expressions when needed (e.g. "today" → "that day").

• **Changing Pronouns and Possessives**

Because we are now speaking about the person, not as the person, pronouns and possessive adjectives usually change to match the point of view of the reporter.

• When we report a question, we change the word order of the question to statement order.

• We make changes to the tenses and other words for reported statements.

nezakr.natega4dk.net

• For "Yes/No" questions, we use "*if*" or "*whether*" to report the question.

Direct speech	Reported speech
"Fishing is our livelihood," the fisherman said.	The fisherman said (that) fishing **was** their livelihood.
"We will lose our income," the farmers said.	The farmers said (that) they **would lose** their income.
"We can protect the wetland," the conservationist said.	The conservationist said (that) they **could protect** the wetland.
"Are you happy to have a pet?" my friend asked.	My friend asked **if I was** happy to have a pet.
"What's your favorite hobby?" Nada said to Dina.	Nada asked Dina **what her favorite hobby was**.

Direct Speech	Reported Speech
"I protect this wetland," she said.	She said (that) **she** protected that wetland.
"We depend on this land," the farmers said.	The farmers said (that) **they** depended on that land.
"My livelihood is at risk," he said.	He said (that) **his** livelihood was at risk.

• Why We Change Time and Place Expressions

When the moment of reporting is different from the moment of speaking, time and place words usually shift as well, because "now" for the original speaker may not be "now" at the time reporting.

Direct Speech	Reported Speech
now	then/at that time
today	that day
tomorrow	the next day / the following day
yesterday	the day before / the previous day
this wetland / this reserve	that wetland / that reserve
here	there

nezakr.natega4dk.net

• **When NOT to Backshift**

The tense does not need to change when the situation reported is still true, is a general fact, or is a scientific/permanent truth – because backshifting could wrongly suggest the situation has ended.

• The conservationist said that migratory birds depend on wetlands. (still true – a general fact, so no backshift is required)

Grammar in Context

A. Fill in the gaps with the correct reported form of the verb in brackets.

Migratory birds face many dangers during their long journeys, so conservationists said that they (1)..... **(need)** protection in every country they visited. They explained that some wetlands (2)..... **(be)** destroyed while the birds were traveling. Experts warned that conservation funding (3)..... **(decrease)** if national budgets became tighter. Finally, they predicted that protecting migratory birds (4)..... **(require)** greater international cooperation in the future.

B. Which sentence is grammatically correct?

Circle the correct answer from a, b, c or d:

1. a. The farmer said that fishing were their livelihood.
b. The farmer said that fishing was their livelihood.
c. The farmer said that fishing is their livelihood.
d. The farmer said that fishing being their livelihood.

2. a. Grace said that elephants destroys her crops every year.
b. Grace said that elephants destroying her crops every year.
c. Grace said that elephants destroyed her crops every year.
d. Grace said that elephants had destroys her crops every year.

3. a. She asked where was I going.
b. She asked where I was going.
c. She said where I am going.
d. She asked where did I go.

nezakr.natega4dk.net

4. a. Ali asked if had I finished my homework.
b. Ali asked if did I finish my homework.
c. Ali asked if I have finished my homework.
d. Ali asked if I had finished my homework.

5. a. The conservationist said that they would coordinate protection efforts.
b. The conservationist said that they will coordinate protection efforts.
c. The conservationist said that they coordinate protection efforts.
d. The conservationist said that they are coordinating protection efforts.

6. a. Researchers said that farms and reserves can managed together.
b. Researchers said that farms and reserves could managed together.
c. Researchers said that farms and reserves could be managed together.
d. Researchers said that farms and reserves can be management together.

7. a. Nour said that she is trying to fill the gap left by turtles.
b. Nour said that she trying to fill the gap left by turtles.
c. Nour said that she has trying to fill the gap left by turtles.
d. Nour said that she was trying to fill the gap left by turtles.

8. a. Zeina asked Mariam how old she was.
b. Zeina asked Mariam how old are you?
c. Zeina asked Mariam how old you are.
d. Zeina asked Mariam how old she is.

Speaking

Role-play: The Wetland Meeting

In groups of four, hold a short meeting to decide the future of a wetland that migratory birds depend on. Each student takes one role below and argues for their priority, using at least one reported speech sentence.

Role	Priority
Conservationist	wants the wetland fully protected for migratory birds

nezakr.natega4dk.net

Local developer	wants to build housing on part of the flat, well-irrigated land
Fishing community member	depends on the wetland's fish and clean water for daily income

Useful Expressions

- From my perspective, ...
- If we protect this land, then...
- I understand your concern, but...
- A fair compromise might be...
- After the role-play, agree as a group on ONE final decision and be ready to explain your reasons to the class.

Presentation



- As a guest speaker for your school's "Environment Week", prepare a 2–3-minute presentation for classmates and their families to help them understand a resource that is shared across borders or among species.

Your presentation must include

Describe

- Name the resource and where it is located.

Explain

- Show who / what depends on it and why no single group owns it.

Analyze

- What happens when one part of the system or chain is disrupted?

Evaluate

- What does your example concede or acknowledge about the genuine needs of local communities?

Build your ideas

- This resource is shared by / among...
- If it disappears, then...
- This situation represents...
- One important tension is...
- In my opinion, this example shows...
- Although some people believe..., I think...

nezakr.natega4dk.net

6.2 When Needs Compete

Sharing land that both people and wildlife need

A shared landscape connects everyone who depends on it, whether they will ever meet. A decision made to protect one side can quietly threaten the survival of the other.

Inquiry Question:



- **Why is it often impossible to say that one side is simply 'right' and another is simply 'wrong' when human needs and wildlife needs compete over the same land?**

Discussion in groups of four:

Explain

- Can you think of a local example where people and animals or groups of people need the same limited land or resources?

Evaluate

- Should the needs of an endangered species outweigh the livelihood of a single family, even when that family did nothing to cause the shortage?

JRE

(Justify - Reason - Evidence)

Consider both views below. Which position do you find more convincing? Use the JRE framework to define your answer.

1. One view: Conservationists must protect the elephants – one of the endangered species under pressure from poaching and habitat loss.
2. The other view: Grace's farm is her family's only income, and elephant visits can destroy it in a single night.



Listening

A Farmer's Uneasy Neighbors*

* *"Developed by the national curriculum team and informed by international research on human-wildlife coexistence profile series."*

A **Listen, then answer the following questions.**

Analyze

- According to the audio, how have growing farms and changing weather patterns increased conflict between elephants and farmers like Grace?

nezakr.natega4dk.net

JRE

(Justify - Reason - Evidence)

How does the speaker show that the conflict between farmers and elephants cannot simply be blamed on one group? Justify with evidence from the audio.

Explain

- What does the speaker mean by saying 'the tension here is not really between people who care about wildlife and those who do not'?

.....

- Why do conservationists managing the reserve face a difficult challenge, according to the audio?

.....

Evaluate

- Do you agree that farms and reserves should be treated as one interconnected landscape rather than as separate areas with competing interests? Justify your view.

.....

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

Statement	T / F / NG	Justify your answer
1. Grace has farmed her land for over twenty years.		
2. Elephants' visits to Grace's farm have become less frequent in recent years.		
3. Grace blames the elephants entirely for the damage to her crops.		
4. A growing population has narrowed the elephants' traditional migration routes.		
5. Wildlife researchers suggest farms and reserves should be managed as completely separate areas.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you heard it.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. prolonged	**a.** stepped heavily on something or someone causing damage or injury
2. trampled	**b.** a route or strip of land that allows animals to move safely between habitats.
3. poaching	**c.** continuing for a long time; extended
4. corridor	**d.** plants growing in a particular area
5. uninvited	**e.** illegal hunting or capturing of wild animals
6. legitimate	**f.** allowed by law
7. vegetation	**g.** arriving without being asked or wanted

Speaking

Debate: Farms vs. Wildlife Corridors

In pairs, prepare a short, structured debate:

Partner A	Partner B
argues that farmers should have the right to protect their crops using any effective method, even if it disturbs local wildlife.	argues that wildlife corridors and reserves must be protected, even if this limits how farmland can expand or be defended.

Debate structure:

1. Each partner makes an opening statement (30 seconds).

2. Each partner responds directly to one point the other made.

3. Together, agree on ONE rule that could apply fairly to both sides.

Useful phrases:

- Farmers must / should be allowed to...
- However, wildlife reserves shouldn't have to...
- A fair rule would be that both sides...

nezakr.natega4dk.net

Writing in Action

Writing a Formal Email

A formal email makes a clear, polite request to someone you do not know personally, such as an official, an organization, or a local authority. It should be well organized, respectful in tone, and specific about what you are asking for.

Section	Purpose / Useful Phrases
Subject line	Clear and specific, e.g. 'Request for Support: School Wetland Awareness Day'
Greeting	'Dear Mr./Ms. [Name],' / 'Dear Sir or Madam,'
Opening	'I am writing to...' / 'I am writing on behalf of...'
Making a request	'I would be grateful if...' / 'Would it be possible to...?'
Giving reasons	'This is important because...' / 'As a result ...'
Closing	'I look forward to hearing from you.' / 'Please let me know if you require further information.'
Sign-off	'Yours faithfully,' (unknown name) / 'Yours sincerely,' (named person)

Writing Task - Formal Email



Role:

As a concerned student, write a formal email of about (150 – 180) words to your local environmental office requesting support for protecting a shared local resource discussed in this unit (a wetland or local fish stocks).

- Use at least ONE conditional sentence for request.

.....

.....

.....

.....

.....

nezakr.natega4dk.net

6.3 Voices for the Voiceless

SECTION B: Speaking Up for Others

Who speaks for those who cannot speak for themselves?

Wildlife cannot file a complaint, and an ecosystem cannot lobby governments. Sharing the planet often depends on people who are willing to advocate for those who have no voice of their own.



Inquiry Question:

- **What does it mean to advocate for wildlife or an ecosystem that cannot speak for itself?**

Discussion in groups of four:

Evaluate

- Have you ever seen someone take action to protect an animal, place, or cause? What did they do?

Analyze

- Why might listening to opponents, rather than only campaigning against them, make a campaign more effective?

JRE

(Justify - Reason - Evidence)

To what extent is it fair to ask fishermen to change their equipment to protect sea turtles, if doing so affects their livelihood? Justify your answer.

The Girl Who Wouldn't Forget *

* *"An original pedagogical reading text custom – authored by the national Curriculum Development team; adapted from a youth marine conservation profile series, from international marine conservation reports, youth environmental leadership frameworks and evidence-based reading skills."*

Nour was fifteen when she found a sea turtle tangled in a discarded fishing net on a beach near Hurghada. By the time she and her cousin pulled it free, it had already died. She still remembers deciding, on the walk home, that she was too angry to simply forget about it by the following week, the way she suspected most people who saw something like that probably did.

What began as a single Instagram post showing the photograph, captioned with barely more than a few furious sentences, slowly turned into something closer to a campaign. Nour started organizing monthly beach cleanups, initially with three friends and a handful of trash bags, sharing details of each cleanup on her social media account. Marine biologists occasionally comment that turtles cannot speak for themselves, cannot lobby a government or file a complaint about a net left in the water, which is precisely the gap Nour says she is trying to fill.

Local fishermen were not always welcoming. Several told her directly that fishing was their livelihood, not a hobby, and that

nezakr.natega4dk.net

a teenager posting photographs online understood little about the cost of switching to more turtle-friendly equipment. Nour has since spent considerable time simply listening to these objections rather than dismissing them. Her campaign now includes a small fund, built from donations, that helps cover the cost of safer net attachments for fishermen willing to try them, a compromise she describes as more effective than any amount of online outrage alone.

Three years on, her cleanups have regularly drawn more than sixty volunteers, and two local hotels have begun funding equipment directly. Nour insists she has not solved anything close to the wider problem, and marine plastic continues to arrive on the same beaches regardless of how many cleanups she organizes. What she believes she has done, more modestly, is to prove that a single furious teenager with a phone can build something that outlasts the anger that started it, provided she is willing to keep showing up long after the initial outrage fades.

JRE

(Justify - Reason - Evidence)

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

1. One view: Nour's campaign shows that a single person's anger can grow into something that genuinely helps protect wildlife.
2. The other view: Local fishermen had a legitimate, competing concern, since nets were 'their livelihood, not a hobby.'

Weigh both cards before you judge.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, what specific event motivated Nour to start her campaign?

.....

Explain

- What does the writer mean by describing Nour's role as filling 'the gap' left by turtles' inability to speak for themselves?

.....

- Why were local fishermen not always welcoming of Nour's campaign at first?

.....

Evaluate

- Do you think listening to opponents, as Nour did, is more effective than pure online activism? Justify your view.

.....

nezakr.natega4dk.net

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. Nour found the sea turtle when she was fifteen years old.		
2. Nour's campaign began with a large, organized group of volunteers.		
3. Some fishermen said switching equipment would be costly and could affect their livelihood.		
4. Nour's campaign has completely stopped plastic from reaching local beaches.		
5. The text states how much money each hotel contributed.		

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.



Vocabulary

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

Words	Meanings
1. tangled	**a.** an organized series of actions with a specific social or political goal
2. discarded	**b.** continues to exist for longer than something else
3. campaign	**c.** caught or twisted together in a confused mess
4. lobby	**d.** to try to persuade a government or official to support a particular cause
5. livelihood	**e.** an agreement reached when each side gives up part of what they wanted
6. compromise	**f.** thrown away because no longer wanted
7. outlasts	**g.** a person's main way of earning money or supporting themselves

nezakr.natega4dk.net

Writing in Action

Social Media Post for Analysis

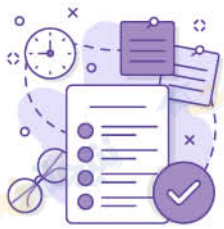
- Read this post carefully. You will analyze its language and assess its reliability in the activities below.



Feature	What to Look For	Example from the Post
Emotional language	Words designed to alarm or provoke outrage	COLLAPSING / destroying
Absolute language	Claims with no qualification or evidence	Every fishing boat / too late for some species
Urgency signals	Language creating pressure to act immediately	Share this before it gets banned! Tag someone NOW
Missing information	No named source, study, or specific data	'Scientists CONFIRM' with no named scientists or study
Oversimplification	A complex issue reduced to one villain	Blaming 'every fishing boat' equally

nezakr.natega4dk.net

Writing Task





- Write a post for your school's media club page.
- Evaluate ONE example of a viral post about wildlife or an environmental crisis, using the reliability table on the previous page.
- Concede: Although some environmental crises are genuinely urgent, exaggeration can make people distrust real evidence. Then, conclude by explaining how to check a claim like this before sharing it.

nezakr.natega4dk.net

6.4 Global Citizens, Local Actions

Can one shoreline matter to the whole planet?

Global problems can feel too enormous for any individual action to matter. Yet local, measurable projects such as restoring one shoreline, or adopting one stretch of coast are often where global citizenship begins.

Inquiry Questions:



1. **What does 'global citizenship' mean in practice, rather than in theory?**
2. **How can a small, local environmental project connect to a much larger global effort?**

Discussion in groups of four:

Explain

- Have you ever taken part in a local environmental project? What was measured or tracked?

Evaluate

- Can small local actions genuinely add up to solve a global problem, or are they mostly symbolic? Justify your view.

JRE

(Justify - Reason - Evidence)

How does the thread show that a small, local project can produce specific, measurable results rather than only good intentions? Justify with evidence from the posts.

Social Media Threads for Analysis

The following is a curated thread from @GreenStepsEG, a community environmental network documenting a coastal restoration project in real time.



GreenStepsEG. @GreenStepsEG

Thread 2/3

@GreenStepsEG – Thread (2/3)
What began as a single marine biology student's university project has grown into a partnership with three coastal schools, whose students now each 'adopt' a stretch of shoreline to monitor and replant mangroves every term.



1,2k reposts 6,1k likes

GreenStepsEG. @GreenStepsEG

Thread 3/3

UPDATE: Early results suggest mangrove roots are already reducing coastal erosion in the planted areas.
We're now training students from a fourth school to join the project.
Sharing the planet starts with a single shoreline.

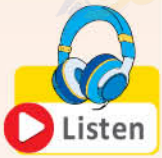


11:30 AM May 25, 2026
11,4K likes 3,050 Reposts 640 Comments

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Biodiversity	the variety of plant and animal life within a particular ecosystem
Coastal erosion	the gradual wearing away of land along a coastline by wind and water
Conservation	protection and careful management of the natural environment
Ecosystem	a community of living things interacting with their environment
Stewardship	the responsible management and care of something entrusted to you
Citizen science	ordinary people collecting scientific data as volunteers, often for local projects

nezakr.natega4dk.net



Listening

- **Listen to a media report about local environmental action and global citizenship.**

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

Explain

- According to the audio, why can global environmental problems cause a feeling of 'paralysis'?

.....

.....

Analyze

- The speaker says successful projects give participants 'regular, specific feedback.' Why might this matter more than a general appeal to save the planet? Use ideas from the audio.

.....

.....

Evaluate

- What specific, measurable outcomes does the audio mention that a school project might track?

.....

.....

- According to the audio, how do educators suggest global citizenship should best be taught? Explain in your own words.

.....

.....

JRE

(Justify - Reason - Evidence)

'Global citizenship should be taught through small, local, measurable actions rather than large abstract appeals.' To what extent do you agree or disagree? Defend your position.

nezakr.natega4dk.net

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. The audio suggests that feeling overwhelmed by global problems is an understandable reaction.		
2. A single school project can single-handedly restore an entire ocean, according to the audio.		
3. Researchers found that successful long-term projects give participants regular, specific feedback.		
4. The audio argues that global citizenship should be taught as one enormous abstract duty.		
5. The audio mentions that students are learning to recognize a mangrove seedling at a site.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you heard it.



Vocabulary

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

Words	Meanings
1. abstract	**a.** a state of being unable to act or move, often from fear or feeling overwhelmed
2. engagement	**b.** without any help from anyone else; entirely alone
3. measurable	**c.** without any fixed end point in time
4. paralysis	**d.** existing as an idea rather than a physical, concrete thing
5. single-handedly	**e.** active involvement or participation in something
6. indefinitely	**f.** able to be judged or evaluated using a clear, specific standard

nezakr.natega4dk.net

Writing in Action: A Persuasive Email

Writing a Persuasive Email

A persuasive email makes a clear request while building a genuine case for why the reader should say yes. It combines evidence, a specific request, and an acknowledgment of the reader's own priorities or concerns.

Section	Purpose / Useful Phrases
Subject line	A clear, motivating subject, e.g. 'Request: Support to Expand Our Mangrove Project'
Greeting	'Dear [Name/Title],'
Opening / Hook	'I am writing to propose...' / 'Our club has recently...'
The Ask	'I would really appreciate your support in...' / 'Specifically, we are requesting...'
Supporting evidence	'According to..., ...' / 'One volunteer explained that...'
Addressing a concern (concession)	'Although some may argue that..., ...'
Closing call to action	'Thank you for considering this request.' / 'I would welcome the chance to discuss this further.'



Writing Task



Role:

As a student environmental club leader, write a persuasive email of about (150 – 180) words to your school principal asking for support to expand a local environmental initiative discussed in this unit (for example, planting more mangroves, adopting a stretch of coastline, or starting a wetland awareness campaign).

- Acknowledge at least one possible concern or counterargument before responding to it.

nezakr.natega4dk.net

6.5 Assessment

Summative

Writing Task

- **Write an email of (150-180) words. Choose ONE of the following scenarios:**

A. Write an email to your local council, arguing that protecting shared natural resources (like wetlands) should be a higher priority than rapid economic development.

B. Write an email to a friend abroad, describing a global environmental issue you've learned about, and explaining how sharing responsibility for it, rather than blaming one group, could lead to a real solution.

C. Write an email to your school community, evaluating whether small local actions, like clean-ups or planting trees, can genuinely make a difference to problems shared across the whole planet.

Writing Frame — Build your ideas

- Subject: ..... .
- Dear ....., I am writing to ..... regarding ..... .
- This matters because ..... . Evidence from ..... shows that ..... .
- Although ....., it is also true that ..... .
- If ....., then ..... .
- I would therefore recommend / suggest that ..... .
- I look forward to ..... . Yours sincerely / Best wishes, ...

Reflection Questions:

1. How have your views about sharing limited resources with other people and species changed during this unit?

2. Which of the four lessons did you find most challenging? What could you do to improve?

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

4. How did your own experience of your local environment influence the way you interpreted the texts?

5. What new questions do you now have about your own responsibility for sharing the planet fairly?

nezakr.natega4dk.net



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 text types in this unit.			
	identify tone and evaluative language in profiles and media texts.			
Listening	analyze how competing human needs create genuine conflict			
Grammar	use reported speech to accurately report statements, opinions, and claims made by others.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a formal email making a clear, polite request.			
	write a persuasive email of (150-180) words with supporting evidence.			
Media	apply media literacy skills to evaluate exaggerated environmental claims online.			

One skill I want to work on:

.....

.....

One thing I am proud of in this unit:

.....

.....

nezakr.natega4dk.net

Consolidation Review C

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

1. Carbon dioxide and other gases trap heat in the atmosphere. This process is known as the **greenhouse effect**.

What does the **"greenhouse effect"** mean in this context?

a. The process by which gases trap heat in the atmosphere.

b. The process of growing plants inside glass buildings.

c. The natural cooling of the Earth's surface.

d. The movement of water through the atmosphere.

2. "The number of trees disappearing from the area has risen at **an alarming rate**. Residents fear that little woodland will remain if the trend continues." Which situation best reflects "**an alarming rate**"?

a. Road accidents increased so quickly that local families became deeply concerned.

b. Bus use rose gradually after the council improved the main route.

c. Shop prices remained almost unchanged throughout the entire summer season.

d. Visitor numbers fell slightly when the weather became unusually hot.

3. Climate change threatens **biodiversity** because many plants and animals cannot adapt to rapidly changing habitats.

What does **"biodiversity"** mean in this context?

a. The process of producing renewable energy.

b. The amount of rainfall in a region.

c. The number of people living in a city.

d. The variety of plant and animal life in an area.

4. The number of birds using the wetland was **staggering**, far greater than anyone had expected.

What does **"staggering"** mean in this context?

a. Difficult to observe without special equipment.

b. Carefully organized into small groups.

c. Extremely surprising or impressive in scale.

d. Limited to one particular season.

5. Stronger **enforcement** is needed to make sure that fishing regulations are obeyed.

What does **"enforcement"** mean in this context?

a. Changing a rule whenever people disagree with it.

b. Making sure that laws or rules are followed.

c. Explaining a rule in several different languages.

d. Replacing an old law with a voluntary agreement.

nezakr.natega4dk.net

6. Fishing is the main **livelihood** of many families in the coastal village.
What does **"livelihood"** mean in this context?
a. A protected natural habitat.
b. A person's way of earning money to support themselves.
c. A short rest during a long journey.
d. A public campaign organized by volunteers.

7. After several meetings, the farmers and conservationists reached a **compromise**.
What does **"compromise"** mean in this context?
a. A decision made by one side without discussion.
b. A delay caused by a lack of information.
c. A law that completely prohibits an activity.
d. An agreement in which each side gives up part of what it wanted.

8. "Solar power sometimes suffers from **intermittency**." The underlined word "**intermittency**" here has an antonymous meaning to ..... .
a. irregularity b. interruption c. variability d. continuity

9. Which sentence is most suitable for the short introduction of a leaflet about solar energy?
a. For example, solar panels can reduce electricity bills.
b. Talk to your family about installing solar panels today.
c. This guide explains how solar energy works and why it matters.
d. Solar panels capture sunlight and convert it into electricity.

10. Which subheading would best organize a section explaining the advantages of solar power?
a. Why Should You Choose Solar Power?
b. How Do Solar Panels Work?
c. What Is Solar Energy?
d. Where Can You Get More Information?

11. Which sentence uses a fact or figure to make a leaflet more convincing?
a. Solar panels can support cleaner energy use in homes.
b. Many local families consider solar power a useful choice.
c. Solar energy may reduce monthly costs for some households.
d. A survey found 89% of homes suitable for solar panels.

12. Farida said that she ..... a Nile clean-up campaign with five friends.
a. start b. is started c. had started d. will start

nezakr.natega4dk.net

13. Which sentence would be most effective as a topic sentence in an argumentative paragraph about climate change?

a. Climate change is a serious problem that requires urgent action from governments and individuals around the world.

b. Many people have different opinions about climate change and what should be done to address it effectively.

c. In this paragraph, I will discuss the causes and effects of climate change in detail.

d. There are many things that can be said about climate change and its impact on our planet.

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

1. a. Fishing boats must to use safer equipment.

b. Fishing boats must used safer equipment.

c. Fishing boats must using safer equipment.

d. Fishing boats must use safer equipment.

2. a. Nour said that the fishermen needs safer equipment.

b. Nour said that did the fishermen need safer equipment.

c. Nour said that the fishermen needed safer equipment.

d. Nour said that the fishermen needing safer equipment.

3. a. Omar explained that his team designing the heater before the conference.

b. Omar explained that his team has design the heater before the conference.

c. Omar explained that his team had designed the heater before the conference.

d. Omar explained that his team had designing the heater before the conference.

4. a. Habitats are changing due to many species are struggling to adapt.

b. Habitats are changing because of many species struggle to adapt.

c. Habitats are changing; consequently many species struggles to adapt.

d. Habitats are changing; consequently, many species struggle to adapt.

5. a. Egypt has significant reduced its use of fossil fuels.

b. Egypt has significantly reduced its use of fossil fuels.

c. Egypt significantly has reduce its use of fossil fuels.

d. Egypt has reduced significantly its fossil fuels use.

3 Read the text, then answer the questions.

A Planet with No Borders

For thousands of years, rivers continue flowing, birds migrate between continents, and wild animals travel long distances in search of food, water, and suitable habitats. For many species, survival depends on their ability to move freely across landscapes that humans have divided.

nezakr.natega4dk.net

One of the greatest threats to wildlife today is habitat fragmentation. As cities expand, forests are cleared, roads are built, and farmland extends into natural areas. These developments divide large ecosystems into smaller sections, making it difficult for animals to find mates, hunt for food, or escape the effects of environmental changes. Species that once traveled freely may become isolated, reducing genetic diversity and increasing the risk of extinction over time.

To address this problem, conservationists have developed **wildlife corridors**. These are protected strips of land that connect separated habitats, allowing animals to move safely between them. Some corridors follow rivers or mountain ranges, while others include specially designed bridges or tunnels that allow animals to cross busy highways. Such projects have already helped protect species including elephants, wolves, deer, and large cats in different parts of the world.

Nevertheless, wildlife corridors sometimes create disagreements. Farmers may worry that wild animals will damage crops or threaten livestock. Developers may argue that conservation projects reduce the amount of land available for housing or industry. Governments therefore face the challenge of balancing environmental protection with economic development. Successful solutions usually involve careful planning, scientific research, and cooperation among local communities, businesses, and environmental organizations.

Technology has also become an important tool for protecting shared spaces. Scientists now use satellite tracking, motion-sensitive cameras, and drones to monitor animal movements. The information collected helps researchers understand migration patterns and identify the safest locations for new wildlife corridors. As climate change continues to alter ecosystems, this information is becoming increasingly valuable for future conservation planning.

Ultimately, the planet is a shared home rather than a collection of isolated territories. Human decisions influence ecosystems far beyond national borders, and environmental challenges such as biodiversity loss and climate change require international cooperation. Protecting wildlife does not mean preventing human development. Instead, it means finding thoughtful ways for people and nature to exist together, ensuring that both communities and ecosystems can flourish for generations to come.

A. Choose the correct answer.

1. The main idea of the passage is that wildlife conservation requires .....
   a. preventing all urban development
   b. balancing human needs with the protection of natural habitats
   c. moving all endangered animals into zoos
   d. building more new modern cities

2. According to paragraph 2, habitat fragmentation causes wildlife to ..... .
   a. adapt immediately to urban life
   b. become isolated from other populations
   c. migrate to different continents every year
   d. reproduce more successfully

nezakr.natega4dk.net

3. The writer mentions "**wildlife corridors**" in paragraph 3 mainly to ..... .

a. describe one practical solution to habitat fragmentation

b. explain how roads are constructed

c. criticize environmental organizations

d. compare different species of wild animals

4. Which heading best fits paragraph 5?

a. Technology Supporting Conservation

b. Why Cities Should Stop Growing

c. Animal Behaviour Around Rivers

d. Building Roads Across Forests

B. Find evidence from the text:

5. Find evidence from the text that shows environmental problems cannot be solved by one country alone.

C. Answer the following questions.

6. Why does habitat fragmentation increase the risk of extinction for some species? Use evidence from the text to support your answer.

.....

.....

7. Explain how technology improves the planning of future wildlife corridors. What specific examples does it provide?

.....

.....

8. In your opinion, should governments sometimes limit development projects to protect wildlife? Justify your position with reasons and evidence from the text.

.....

.....

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Migratory birds may depend on a chain of wetlands in several countries. Protecting one wetland does not protect the whole route if other stopovers disappear.

- Protecting a single wetland is always enough to protect a migratory species.

True	
False	
Justification	

nezakr.natega4dk.net

5 Find the words or phrases in the text that are antonyms of the words below.

After the new environmental plan, the village noticed a stable rate of change in water use. The land that had once become barren was slowly improving. At the meeting, there was some disagreement about the best solution, but everyone wanted progress. Scientists also noticed signs of coral pigmentation returning in one small area. The storm lost its weakness only after it left the coast, so the town remained careful. These changes showed that recovery can happen when people act early and responsibly.

Word / Phrase	Answer from the text
1. alarming rate	→ .....
2. fertile	→ .....
3. consensus	→ .....
4. bleaching	→ .....
5. intensity	→ .....

6 Read the visitor message, then answer the questions.

Message for a tree-planting day in New Aswan: Please meet outside the city council building at 8:00 a.m. Volunteers will first collect tools indoors, then work outdoors along the pedestrian route. Afterwards, they will record the number of seedlings and share the results online. Bring a refillable bottle to reduce waste and arrive early so that safety instructions can begin on time.

1. Identify two instructions given to volunteers. Explain why one of them supports an organised planting day.

.....

2. A volunteer arrives after the safety instructions have started and has forgotten a water bottle. What responsible action should the volunteer take? Support your answer with the message.

.....

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

1. Effective ..... **(conserve)** requires countries to coordinate their actions.

2. The project produced ..... **(measure)** results that the council could evaluate.

3. Renewable energy is essential for long-term environmental ..... **(sustain)**.

4. Modern solar panels produce electricity with greater ..... **(efficient)** than older models.

8 Complete the following text with the appropriate structure.

Next month, Sama's family will visit a large museum in Cairo. Her younger brother is recovering from an injury, but he (1) ..... **(able / join)** them by then. According to the museum rules, all visitors (2) ..... **(have / show)** their tickets at the entrance. They (3) ..... **(must / touch)** the ancient

nezakr.natega4dk.net

objects because doing so is forbidden. Food is available inside, so the family (4) ..... **(need / bring)** lunch from home. During their previous visit, Sama bought an expensive guidebook before discovering that free copies were provided; she (5) ..... **(need / buy)** it.

9 A. Answer the following questions.

1. Why does Challenger invite Malone back into the house after their fight?

.....

2. Explain how Maple White's sketchbook, the damaged photograph, and the wing fragment support Challenger's claim.

.....

3. Evaluate Malone's decision to use deception in order to get an interview with Challenger. Was his method acceptable? Give reasons.

.....

JRE (Justify, Reasoning & Evidence)

B. Answer the following questions. Justify your answers with clear reasoning and evidence from the chapter.

1. Does Zambo deserve to be considered one of the heroes of the expedition?

Justify: State your judgment.

.....

Reasoning: Explain what makes his actions important after the betrayal.

.....

Evidence: Support your answer with details from the chapter.

.....

10 Write an argumentative paragraph of 150–180 words about whether human activities are the main cause of climate change.

In your paragraph, you should:

- state your opinion clearly;
- explain how human activities may cause climate change;
- give reasons and evidence to support your opinion;
- mention examples such as factories, cars, deforestation, or pollution;
- conclude with advice about how people can help reduce climate change.

.....

.....

.....

nezakr.natega4dk.net

Concept 7 Passion & Purpose



UNIT

7 Discovering Your Passion

nezakr.natega4dk.net



Unit Overview

This unit explores how personal passion connects to experience, community, and the way we invest our time. You will study how a hobby can quietly grow into an opportunity, how a shared interest can build a genuine community, how passing on a skill can leave a lasting mark, and how young people can balance a passion with school and other responsibilities without losing either.

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

You will be able to :

Reading: analyze integrated narratives to identify how passion, effort, and time shape real opportunities.

Listening: listen to a media report about balancing a passion project with daily responsibilities.

Speaking: present a personal or community example, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write a proposal and a discursive essay that weighs different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify how a hobby can gradually become an opportunity. • analyze how shared passion can build a genuine community. • evaluate how mentoring others can leave a lasting personal mark. • examine how young people can balance passion with daily responsibilities. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • use "used to/would" to talk about past habits. • write a proposal recommending a passion-based community initiative. • write a discursive essay presenting balanced perspectives.

nezakr.natega4dk.net

Inquiry Question ?

- **How does investing time in what we love shape our opportunities, our communities, and the mark we leave behind?**



Explain

- Why might some hobbies never move beyond 'the spark', while others grow much further?

Analyze

- How do you think the amount of time someone invests changes the value they get from a passion?

Evaluate

- Which stage of a passion journey do you think is the hardest to reach? Explain your reasoning.

- **Look at the picture and answer.**



nezakr.natega4dk.net

SECTION A : Where Passion Begins

7.1 From Hobby to Opportunity

When does a hobby stop being 'just for fun'?

Most opportunities do not begin with a plan. They begin with someone spending time on something they enjoy, long before anyone, including that person, expects it to lead anywhere.

Inquiry Question:

- **How can a hobby that starts with no ambition attached eventually become a real opportunity?**



Discussion in groups of four:

- Describe a hobby you or someone you know does purely for enjoyment.

Explain

- Has that hobby ever created an unexpected opportunity, even a small one?

Analyze

- Why do many people say their best ideas came from something they were not trying to turn into anything?

Evaluate

- Does turning a hobby into paid work always change how a person feels about it? Justify your answer.

JRE

(Justify - Reason - Evidence)

- To what extent should young people worry about whether a hobby will ever lead somewhere?

Flour on the Textbooks*

* *"Synthesized and adapted by the national curriculum development team from the young entrepreneurship profile series."*

Mariam started decorating cakes the way most people start most hobbies: badly, and mostly for fun. At thirteen, she spent Friday afternoons piping wonky flowers onto cupcakes for her little brother's birthday, using a recipe she had half-memorized from a cooking channel and a set of nozzles borrowed from a neighbor. Nobody, least of all Mariam, expected it to become anything more than a way to avoid homework for a few hours.

What changed was not a single dramatic moment but a slow accumulation of small ones. A teacher asked her to make cupcakes for a school event, and word traveled faster than she expected; a classmate's mother placed an order for her birthday, then mentioned Mariam to a colleague, who mentioned her to someone else. Her older

nezakr.natega4dk.net



brother, mostly to tease her, began calling it "the business" months before she ever thought of it that way herself. By the time she was sixteen, she was baking most weekends for paying customers, still doing homework at the kitchen table between batches, flour dusted across her textbooks.

The shift from hobby to opportunity rarely announces itself clearly, and Mariam's case was no exception. She did not decide, on any day, to turn her hobby into a business. She simply kept saying yes to the next small request, and each yes required slightly more organization than the last. What had once been a way of relaxing quietly became something closer to a part-time job, complete with a waiting list and a pricing sheet.

This pattern is common among young people who eventually build something lasting from an interest that began with no ambition attached. Career researchers note that the earliest stage rarely resembles a plan; it resembles play, repeated often enough that skill accumulates almost by accident. The risk, they add, is that turning a hobby into paid work can occasionally drain the joy that made it worth doing in the first place, which is why Mariam still insists on keeping at least one cake a month entirely unpaid, decorated however strangely she likes, just for herself.

JRE

(Justify - Reason - Evidence)

Read two views, then decide which one you agree with. Justify your answer.

1. One view: Mariam's story shows that opportunities often grow naturally from doing something you love consistently, without a fixed plan.
2. The other view: Career researchers warn that turning a hobby into paid work can 'drain the joy that made it worth doing in the first place.'

Comprehension Check

A **Read the text, then answer the following questions.**

Explain

- What does the writer mean by 'the shift from hobby to opportunity rarely announces itself clearly'? Explain in your own words.

.....

- Why does Mariam keep one cake for free each month?

.....

Analyze

- According to the text, how did Mariam's hobby gradually turn into a business?

.....

Evaluate

- Do you think turning a hobby into paid work always risks 'draining the joy' from it? Justify your viewpoint.

.....

nezakr.natega4dk.net

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. Mariam began decorating cakes when she was thirteen.		
2. Mariam decided on one specific day to turn her hobby into a business.		
3. By the time she was sixteen, Mariam was baking most weekends for paying customers.		
4. Mariam's parents encouraged her to start the business.		
5. Mariam stopped baking for herself once the business grew.		

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.



Vocabulary

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

Words	Meanings
1. nozzle	**a.** not perfectly shaped or steady; slightly crooked
2. batches	**b.** a gradual gathering or buildup of something over time
3. wonky	**c.** to gradually remove the happiness or enjoyment from something
4. accumulation	**d.** to ask for a product or service to be provided
5. resemble	**e.** a narrow part of a pipe or container through which liquid comes out
6. place an order	**f.** groups of things made or prepared at the same time
7. drain the joy	**g.** to look or be similar to someone or something

nezakr.natega4dk.net



Practice (Identify - Analyze)

Write **FOUR** sentences using vocabulary from the text to describe a hobby of your own that could grow into something bigger. Then choose one sentence and analyze what small first step could turn that hobby into an opportunity.

.....

.....

.....

.....

Speaking

Discussion Questions in groups

Analyze

- Why did Mariam's hobby become successful without a clear business plan?
- Which factors had the greatest influence on Mariam's success: her talent, other people's support, or her persistence? Explain your answer.

Evaluate

- Do you agree that turning a hobby into a business can reduce the enjoyment of the hobby? Support your opinion with reasons and examples.
- If you were Mariam, would you accept every new order or keep baking as a hobby? Justify your decision.

Create

- Imagine one of your hobbies becoming very popular. How would you develop it while maintaining a balance between school and your personal life?
- Design a simple three-step plan to turn a teenager's hobby into a meaningful passion project.

nezakr.natega4dk.net

Grammar Focus

• Used to / Would (Past Habits)

We use *"used to"* to talk about repeated past habits or states that are no longer true. We use *"would"* to describe repeated past actions, but not normally past states. They are useful for describing how a hobby began before it changed into something else.

Structure / Form	Example
used to + verb (past habit or state, no longer true)	She used to spend Fridays baking alone.
would + verb (repeated past action, NOT for states)	She would pipe wonky flowers onto cupcakes every weekend.
Negative: didn't use to + verb	He didn't use to take orders from strangers.
Question: Did + subject + use to + verb?	Did you use to sell your drawings online?
Contrast with present simple (now)	She used to bake for fun; now she bakes for customers too.

Grammar in Context

A. Fill in the gaps with used to, would, or the present simple.

Every day, Mariam (1)..... **(bake)** only for her family, but now she (2)..... **(take)** orders every weekend. Every Friday, she (3)..... **(spend)** the whole afternoon decorating cupcakes just for fun. She (4)..... **(not use to / think)** of baking as work at all.

B. Read the passage and find the mistakes, then correct them.

When I was younger, I use to draw comics every single day after school. I would spending hours copying my favorite characters. I didn't used to show anyone my drawings, but now I share them online every week.

nezakr.natega4dk.net





Presentation Task

- As a guest speaker at your school's "Career and Passion Day", prepare a 2-3-minute presentation for your classmates and their families explaining how a hobby can grow into something more.

Your presentation must include the following:

Describe the hobby

- Explain when and how you (or someone you know) started this hobby.
- Analyze what small moments or decisions helped it grow.

Reflect

- What does your example concede or acknowledge about the risk of losing enjoyment along the way?

Build your ideas

- This hobby started in/at...
- I used to...
- This experience represents...
- One important turning point was...
- For me, this hobby shows...
- Although some people believe..., I think...

nezakr.natega4dk.net

7.2 Building a Community Around Your Passion

Why shared interests bring strangers together

A passion pursued entirely alone can only grow so far. Once other people who share it appear, even slowly, a hobby can turn into something closer to a small, self-sustaining community.

Inquiry Question:



- **What holds a community together once it forms around a shared passion?**

Discussion in groups of four:

Explain

- Have you ever joined or started a group based on a shared interest? How did it begin?

Evaluate

- What keeps people coming back to a community, beyond the interest itself?

Listening

The Bicycles in the Square*

** "An original pedagogical listening text custom–authored by the national curriculum development team, inspired by community cycling, informed by international research on community–based hobbies, youth participation, and social belonging."*

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

Identify

- According to the audio, how did Youssef's small hobby grow into a community?

.....

Explain

- What does the speaker mean by describing the meetups as 'the only place where a specific, slightly unusual interest did not need explaining or defending'?

.....

JRE

(Justify - Reason - Evidence)

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

1. One view: A shared passion alone is enough to hold a community together over time.
2. The other view: The speaker argues that small, repeated acts of generosity, not shared interest alone, are what sustain a group.

Think about both views before you decide on your answer.



nezakr.natega4dk.net

JRE

(Justify - Reason - Evidence)

How does the speaker show that generosity, more than the bicycles themselves, is what holds Youssef's community together? Justify with evidence from the audio.

Analyze

- Why does the speaker argue that 'shared passion, on its own, rarely sustains a group for long'?

.....

Evaluate

- Do you agree that small acts of generosity matter more than shared interest in keeping a community together? Justify your viewpoint.

.....

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. Youssef restored bicycles alone for nearly a year before anyone replied to his posts.		
2. The first reply came from someone in Youssef's own neighborhood.		
3. The Saturday meetup eventually drew more than thirty people.		
4. Members of the group charge each other for spare parts and repairs.		
5. Youssef has completely stopped fixing bicycles himself since the group grew.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you heard it.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. derailleur	**a.** thinking about something so much that it is difficult to think about anything else
2. sustains	**b.** very damaged or in poor condition because of a lack of care
3. unwritten	**c.** a mechanism on a bicycle that moves the chain between gears
4. generosity	**d.** a record book used to track events, activities, or exchanges over time
5. logbook	**e.** the quality of being kind and willing to give time, help, or resources freely
6. disrepair	**f.** keeps something going or enables it to continue over a long period
7. obsessed	**g.** a rule or expectation that everyone understands, even though it has never been formally written down

Writing in Action

Writing a Proposal

A proposal is a formal piece of writing that identifies a problem and recommends a clear course of action. Good proposals combine a persuasive tone with realistic, specific recommendations.

Section	Purpose / Useful Phrases
Title	A short, clear title stating the purpose, e.g. 'Proposal for a School Passion Club'
Introduction	'The purpose of this proposal is to...' / 'This proposal recommends...'
The Problem	'Currently, many students...' / 'A significant number of...'
The Recommendation	'It is recommended that...' / 'This would involve...'

nezakr.natega4dk.net

Supporting Reasons	'This would help by...' / 'Evidence suggests that...'
Conclusion / Call to Action	'In conclusion, implementing this idea would...' / 'We therefore urge...'



Writing Task



Role:

As a member of your school's student council, write a proposal of (150 – 180) words recommending a new club or regular meetup built around a shared passion (for example, a repair club, an art club, or a coding club).

- Use at least ONE example of ***"used to"*** or ***"would"***.

.....

.....

.....

.....

.....

.....

.....

.....

Proposal Checklist

- I state the problem clearly. ☐
- I give a specific, realistic recommendation. ☐
- I support my recommendation with reasons or evidence. ☐
- I end with a clear conclusion or call to action. ☐

nezakr.natega4dk.net

SECTION B : What Passion Leaves Behind

7.3 Leaving Your Mark

What does it mean to leave something behind?

A passion does not have to earn money or attract a following to matter. Sometimes its greatest impact is simply what it teaches someone else, long after the original moment has passed.



Inquiry Question:

- **What does it really mean to 'leave a mark' through a passion, rather than through money or fame?**

JRE

(Justify - Reason - Evidence)

Do you think "leaving a meaningful mark on the world" always involves helping or teaching others, or can it also be achieved through personal growth? Justify your answer with reasons and examples.

Discussion in groups of four:

Evaluate

- Has anyone ever passed a skill or interest on to you? How has it changed you?

Analyze

- Why might teaching something make a person understand it more deeply?

Six Mismatched Pieces*



* *"Adapted from a youth mentorship profile series, Egypt."*

When Hassan taught his first free chess lesson in the corner of a youth center with a single borrowed board and six mismatched pieces, he was not thinking about legacy. He was nineteen, between university terms, and mostly hoping to fill a few empty afternoons doing something he loved instead of scrolling through his phone.

Twelve children showed up that first week, mostly because a poster promised free snacks as well as the chess. Hassan later

nezakr.natega4dk.net

admitted that only two of them seemed genuinely interested in the game itself; the rest simply wanted somewhere to be. He kept showing up anyway, week after week, gradually learning to explain openings in language an eight-year-old could follow, and slowly the ratio shifted, until most weeks nearly the whole group asked to stay late for one more match.

What Hassan noticed, almost by accident, was that teaching had begun to change the shape of his own passion. Explaining a strategy out loud, repeatedly, to children who asked blunt and occasionally brilliant questions, forced him to understand the game more deeply than years of playing alone ever had. Passion, it turned out, did not simply get passed on intact from one person to the next; it was reshaped by everyone who touched it, and Hassan's own understanding of chess became, in a real sense, something the children had helped build.

Three years later, Hassan moved to a different city for work, and the youth center asked one of his former students, by then sixteen and confident enough to run a session alone, to take over the lessons. The board is different now, and so are most of the faces around it, but the free Thursday sessions have not stopped since that first awkward afternoon with six mismatched sets.

Hassan rarely mentions the club when people ask about his achievements. It never earned him any money, and his name is not officially attached to it anywhere. What he left behind, instead, is harder to put on a certificate: a room that still exists, still full most weeks, still teaching itself forward.

JRE
(Justify - Reason - Evidence)

1. Do you think Hassan left a meaningful legacy? Support your answer with evidence from the text.
2. To what extent does the text redefine the meaning of achievement?
3. Do you agree that teaching a skill can strengthen the teacher's own understanding? Give evidence.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, how did teaching chess change Hassan's own understanding of the game?

nezakr.natega4dk.net

Explain



- What does the writer mean by saying passion 'was reshaped by everyone who touched it'?

.....

- Why does the writer say what Hassan left behind is 'harder to put on a certificate'?

.....

Evaluate

- Do you think teaching or mentoring others is one of the most meaningful ways to leave a mark? Justify your view.

.....

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. Twelve children came to Hassan's first chess lesson.		
2. All twelve children were genuinely interested in chess from the very first lesson.		
3. Hassan moved to a different city and the sessions stopped completely.		
4. Hassan earned a regular income from running the chess club.		
5. The chess sessions continue today, run by a former student.		

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.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. blunt	**a.** be transferred to another person without being changed or damaged
2. genuinely	**b.** truly or sincerely, without pretending
3. the ratio shifted	**c.** direct and honest, sometimes without much politeness
4. showing up	**d.** uncomfortable, difficult or embarrassing
5. get passed on	**e.** in a true or meaningful way
6. in a real sense	**f.** the proportion between two amounts changed
7. awkward	**g.** arriving or appearing at a place

Writing in Action

Social Media Post for Analysis

• Read this post carefully. You will analyze its language and assess its reliability in the activities below.



⚠ **NOTE:** This post is a fictional example for analysis. It does not describe a factual story.

nezakr.natega4dk.net

Feature	What to Look For	Example from the Post
Emotional language	Words designed to excite or create urgency	HOW I BUILT / hustle/secret
Absolute language	Claims with no qualification or evidence	literally anyone can
Urgency signals	Language creating pressure to act now	before it's taken down!
Missing information	No details about time, help, or luck involved	'No luck, no help' with no evidence
Monetized claim	The post exists to sell something, not simply to inform	Link in bio to learn my EXACT secret method

Writing Task: Social Media Thread for Analysis



- Imagine you are a young content creator. Write a social media thread of 5–6 short posts analyzing how Mariam turned her baking hobby into a successful project.

In your thread:

- explain how her hobby became popular
- analyze the role of her talent, persistence, and other people's support
- discuss one challenge she might face
- suggest how she can balance enjoyment and business responsibilities
- end with a clear conclusion or a piece of advice.

nezakr.natega4dk.net

Use linking expressions such as **because, as a result, however, in addition, and therefore.**

Length: (150 – 180) words

Add: A suitable title and (2–3) relevant hashtags.

Suggested opening:

Post 1/6: How can a simple hobby grow into a successful project? Mariam's story shows that success does not always begin with a detailed business plan.

.....

.....

.....

.....

.....

Presentation Task





- As a young fact-checker for your school's media club page, prepare a presentation for students who scroll daily to help them spot exaggerated 'overnight success' claims about passion projects.
- **Evaluate:** ONE example of a viral post claiming rapid, effortless success, using the previous reliability table.
- **Concede:** Although some quick successes are genuine, most real stories, like Mariam's or Hassan's, involve years of quiet, unglamorous effort. Then, give your conclusion on how to spot the difference.

nezakr.natega4dk.net

7.4

Time Well-Spent: Balancing Passion and Priorities

How much time a passion needs.

A passion does not need unlimited free time to survive; it needs a small, protected, repeated amount of time. Communities of hobbyists are increasingly documenting how little time is needed to develop a passion when it is pursued consistently.

Inquiry Questions:



1. **How can someone protect time for a passion without it competing with school or work?**
2. **What does 'consistency over intensity' mean when developing a passion?**

Discussion in groups of four:

Explain

- How much time do you currently spend each week on something you are passionate about?

Evaluate

- Is a small amount of time spent consistently more valuable than a large amount spent occasionally? Justify your view.

Social Media Thread for Analysis

The following is a curated thread from SideQuestEG, a community account documenting how young people balance passion projects with everyday life.

SideQuestEG. @SideQuestEG

Thread 1/3

@SideQuestEG – Passion projects community. UPDATE: We asked 200 students how much time they spend weekly on a hobby outside school. Average answer: just 3 hours. Yet 90% said it was their favorite part of the week; #SideQuestEG#PassionProjects



1,300 reposts 7,200 likes April 2026

nezakr.natega4dk.net

JRE
(Justify - Reason - Evidence)

How far does the thread demonstrate that consistent effort is more effective than an occasional effort? Justify with evidence from the posts.

SideQuestEG. @SideQuestEG April 2026

Thread 2/3

@SideQuestEG – Thread (2/3) Meet Salma, who spends 20 minutes most evenings on a comic she's been drawing for two years. "I used to think small amounts of time weren't worth setting aside," she told us. "Now I know 20 minutes, every day, adds up to a finished book."



980 reposts 5,6k likes

SideQuestEG. @SideQuestEG May 2026

Thread 3/3

@SideQuestEG: Thread 3/3 UPDATE: Our next challenge starts Monday: pick one passion project and spend just 15 minutes a day on it, no pressure to finish anything. Consistency beats intensity. Who's in?



2,7k reposts 5,6k likes 9,8k

Media Analysis: Main Features

Word / Expression	Definition / Use in Context
consistency	doing something regularly and reliably over time
deliberate practice	focused, intentional effort aimed at improving a specific skill
burnout	a state of physical or mental exhaustion caused by prolonged stress or overwork
work-life balance	a healthy division of time and energy between responsibilities and personal life
intensity	the amount of energy or effort put into an activity over a short period
sustainable habit	a routine that can realistically continue over a long period without causing harm

nezakr.natega4dk.net

Listening

- **Listen to a media report about balancing a passion project with daily responsibilities.**

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

Explain

- According to the audio, what is the researchers' main piece of advice? Explain in your own words.

.....

.....

Analyze

- According to the audio, what pattern did researchers notice among people who kept a hobby going for years?

.....

.....

- What happened to participants' mood when they skipped their scheduled hobby time?

.....

.....

Evaluate

- The speaker warns against treating a hobby 'exactly like a school subject.' Do you think structure helps or harms a passion project? Use ideas from the audio.

.....

.....



JRE

(Justify - Reason - Evidence)

'A hobby should be scheduled and protected like an appointment, not left to spare moments.' To what extent do you agree or disagree? Defend your opinion.

nezakr.natega4dk.net

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. Researchers found that the most naturally talented people kept a hobby going the longest.		
2. Participants who skipped their scheduled hobby time on busy days often regretted it.		
3. The audio recommends treating a hobby exactly like a school subject with strict targets.		
4. Some participants protected as little as twenty or thirty minutes a week for their hobby.		
5. The interviews included over a hundred amateur musicians, painters, and athletes.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you heard it.



Vocabulary

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

Words	Meanings
1. self-criticism	**a.** a widely believed idea that is not actually true
2. amateur	**b.** not able to be changed, argued against, or given up
3. non-negotiable	**c.** someone who does an activity for enjoyment rather than as a profession
4. fiercely	**d.** harsh or critical judgment of one's own actions or abilities
5. myth	**e.** with great intensity, determination, or strength of feeling

nezakr.natega4dk.net

Presentation Task

Making time for what matters

- As a guest speaker at your school's "Passion and Purpose Day", prepare a 2-3-minute presentation for younger students who believe they are too busy to develop a hobby or passion project.

Your presentation must include:

Describe a passion

- Name a hobby or passion project you enjoy or would like to begin.
- Explain why it is meaningful to you.
- One passion I would like to develop is ...

Explain your routine

- Say how much time the activity realistically needs each week.
- Describe how you can fit it around schoolwork, family responsibilities, and rest.
- I became interested in it when ...
- I used to ..., but now I ...

Show progress

- Explain how small, regular efforts can lead to improvement.
- Give a personal example or evidence from the unit.
- I could set aside ... minutes each ...

Acknowledge a challenge

- Mention one possible difficulty, such as lack of time, pressure, or tiredness.
- Suggest a realistic solution.
- Although I have other responsibilities, ...
- Small, regular efforts can ...
- One possible challenge is ...
- A realistic solution would be ...

Reflect

- Explain why consistency may be more important than intensity.
- End with one piece of practical advice for your audience.
- In my opinion, consistency matters because ...

nezakr.natega4dk.net

7.5 Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words. Choose ONE of the following:**

A. A hobby is only meaningful if it turns into something bigger, like a business. To what extent do you agree?

B. Building a community around a shared passion is more valuable than achieving individual success in it. Discuss.

C. Consistency matters more than natural talent when developing a passion into a lasting skill. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of ..... is widely discussed today, particularly in the context of young people's hobbies and passions.
- This essay examines multiple perspectives using ..... evidence from ..... .
- On the one hand, ... On the other hand, ...
- Although ....., it is also true that ..... . This suggests that ..... .
- She used to ....., but now ..... .
- In contrast, it has been argued that ..... . However, ...
- Overall, it can be argued that ..... because ..... . Only when ..... will ..... .

Reflection Questions :

1. How have your views about turning a hobby into something bigger changed during this unit?

2. Which of the four lessons did you find most challenging? Which did you find more difficult to use: *"used to"* or *"would"*? What could you do to improve?

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

4. How did your own hobbies or interests influence the way you interpreted the texts?

5. What new questions do you now have about how you could invest time in a passion of your own?

nezakr.natega4dk.net



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 text types in this unit.			
	identify tone and evaluative language in personal profiles and media texts.			
Listening	analyze how shared passion can build a genuine community.			
Grammar	use *"used to"* and *"would"* to describe past habits accurately.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a proposal recommending a passion-based community initiative.			
Media	apply media literacy skills to evaluate exaggerated 'success' claims online.			
JRE	construct structured argument using the JRE framework			

One skill I want to work on:

.....

.....

One thing I am proud of in this unit:

.....

.....

nezakr.natega4dk.net

Concept 8 Identity Across Time



UNIT

8

Pathways to Progress

nezakr.natega4dk.net



Unit Overview

In a rapidly changing world, success depends on both knowledge and practical skills. This unit explores how vocational education prepares young people for future careers while supporting economic development. You will explore vocational pathways in Egypt and around the world, investigate workforce needs, and explore how skills, innovation, and entrepreneurship contribute to national progress. Through reading, discussion, research, speaking, and writing activities, you will develop the knowledge and communication skills needed to make informed decisions about your future careers.

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

You will be able to :

Reading: analyze articles and personal narratives to identify how vocational education and workforce skills shape career pathways.

Listening: listen to an international youth conference discussion and distinguish stated from unstated information about vocational systems around the world.

Speaking: give a presentation about a vocational pathway or workplace skill, expressing a clear opinion and responding to an opposing viewpoint.

Writing: write informative, persuasive, and reflective texts (blog posts, recommendation reports, and personal development plans) using appropriate organization and supporting evidence.



Content Objectives	Language Objectives
You will: • identify key vocational fields, career pathways, and workforce needs. • examine the role of vocational education in preparing students for future careers. • analyze the relationship between skills development, employability, and economic growth. • evaluate the impact of vocational education on individuals and communities. • use the JRE (Justify - Reason - Evidence) framework to justify career choices and solutions to workforce challenges using evidence and real-world examples.	**You will:** • apply vocabulary related to vocational education, workforce development, and innovation in context. • use the present continuous tense correctly and accurately. • present ideas, justify opinions, and participate effectively in discussions. • write informative, persuasive, and opinion texts using appropriate organization and supporting evidence. • analyze and communicate information from a variety of texts and research sources using clear academic language.

nezakr.natega4dk.net

Inquiry Question ?

- **How do vocational education and workforce skills shape a nation's progress?**

Pathways to Progress

Education	Skills Training	Employment	Innovation	National Progress
Academic and vocational schooling	Hands-on, practical workplace experience	Entering the workforce	Applying skills to solve real problems	A stronger workforce and economy
e.g. preparatory school, vocational programs	*e.g. workshops, training centers*	*e.g. tourism, IT jobs*	*e.g. smart cities, digital transformation*	*e.g. economic growth, a brighter future*

Every skilled worker began this pathway with a single decision — what will yours be?

Explain

- Why might a country invest heavily in vocational training but still struggle with unemployment?

Analyze

- How do you think innovation and entrepreneurship change what employers expect from graduates?

Evaluate

- Which stage of the pathway do you think matters most for a country's development? Explain your reasoning.

- **Look at the picture and discuss with a partner:**

How can learning practical skills help people succeed in their careers?



SECTION A : Bridging Skills and Future Careers

8.1 Vocational Education in Egypt

Why do you think vocational education is important for young people in Egypt today?

Vocational education is important because it equips young people with practical skills, helps them find jobs more quickly, and supports Egypt's economic growth.

Inquiry Question:

- **What fields do vocational schools focus on?**



Discussion in groups:

Analyze

- How is vocational education different from traditional academic education?

Evaluate

- What skills do you think are most useful for Egypt's future workforce?

JRE

(Justify - Reason - Evidence)

To what extent can vocational education help reduce unemployment and support economic development in Egypt? Use evidence from the audio to support your answer.

Listening

Vocational Education in Egypt*





(Source: Adapted from a vocational education report)

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

Explain

- Why did Omar choose vocational education instead of the traditional academic route?

.....

- How does vocational education differ from traditional academic education?

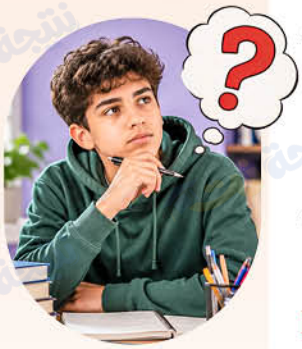
.....

JRE

(Justify - Reason - Evidence)

To what extent is vocational education as valuable as traditional academic education for young people's future careers? Support your answer with examples and ideas from the audio.

nezakr.natega4dk.net



Analyze

- What actions has the Egyptian government taken to support vocational education?

.....

- What skills do students develop through vocational education?

.....

Evaluate

- How does vocational education contribute to Egypt's future development?

.....

B **Listen again and state whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. Omar chose a vocational program in engineering.		
2. Vocational education focuses mainly on theoretical subjects.		
3. New schools and training centers have been established to support vocational education.		
4. Employers value the problem-solving and teamwork skills developed through vocational education.		
5. Vocational education guarantees employment for every graduate.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you looked.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. economic development	**a.** training in specific jobs and careers
2. equip	**b.** all the people available for work
3. workforce	**c.** abilities used directly in real tasks
4. practical skills	**d.** learning by doing, not just theory
5. hands-on experience	**e.** growth and improvement of a country's economy
6. vocational education	**f.** to provide someone with the tools, skills, or knowledge they need

B **Complete the summary using words from the box.**

workforce – practical skills – equips – hands-on experience – economic development – vocational education

1. ..... helps students prepare for specific careers through practical training.

2. Employers often look for candidates who have strong ..... and can perform real tasks effectively.

3. Students gain valuable ..... when they practice tasks in workshops and training centers.

4. Vocational education ..... students with the skills they need for future careers.

5. A skilled ..... is essential for the success of any country's economy.

6. Investing in education and industry can support ..... and improve living standards.

nezakr.natega4dk.net

C **Use THREE of the key vocabulary words in sentences of your own.**

Example: "Vocational education prepares students for the workplace."

.....

.....

.....

.....

.....

.....

.....



Speaking

The Career Pitch Panel (Group Discussion)

You are a team of educational consultants. Your job is to pitch a new vocational training program to a board of investors. Choose one field: Renewable Energy, Healthcare, or Information Technology.

Steps:

- Preparation (5 minutes): In your group, discuss the following:
- **The Gap:** What problem in the current labor market will this program solve?
- **Skills:** List three practical skills students will master.
- **The Future:** How will this program help Egypt's economic development?
- **The Pitch** (3 minutes): Present your program to the class. Use at least three key vocabulary words from the lesson.
- **Q&A:** The class will act as the board and ask two questions about your program's feasibility.

Tip:

Use persuasive language (e.g., "Our program ensures," "This initiative will bridge the gap," "We aim to provide...")

Pitch Panel

A pitch panel is a discussion where people present or "pitch" ideas or proposals to an audience or decision makers.

nezakr.nateqa4dk.net

8.2 International Vocational Voices Online

Why is it useful for students in Egypt to learn about vocational education systems in other countries?

Exploring international vocational systems allows us to benchmark our local skills against global standards, foster cross-border professional collaboration, and adapt innovative training techniques that drive economic competitiveness.



Inquiry Question:



- **What vocational fields are currently prioritized in European and North African industrial sectors compared with Egypt's?**

Discussion in groups of four:

Explain

- How do vocational schools reflect the economic needs of a country?

Evaluate

- Which vocational fields do you think are most important for international cooperation? Why?

JRE

(Justify - Reason - Evidence)

To what extent can international cooperation improve vocational education and workforce development? Support your answer with examples from the discussion above.

International Vocational Voices Online*

*"*Adapted from an international youth – conference transcript – produced by the national curriculum development team and inspired by community initiatives."*

Ahmed from Egypt, Giulia from Italy, Youssef from Algeria, Nadia from Egypt, and Dimitri from Greece are participating in an online youth conference about vocational education.

Ahmed (Egypt):

Hello, everyone! My name is Ahmed, and I am from Egypt. I'm studying at an agricultural vocational school. We learn about modern farming techniques, irrigation systems, crop production, and livestock care. I chose this field because agriculture is essential for Egypt's future. Our country is undertaking large-scale development projects in desert areas to expand agricultural land, increase food production, and raise livestock. Skilled agricultural workers are needed to support these projects. I enjoy the practical side of my studies because, as we say, practice makes perfect. You cannot become a successful farmer or agricultural technician through theory alone.



nezakr.natega4dk.net



Giulia (Italy):

Hello! My name is Giulia, and I am from Italy. I am studying culinary arts at a vocational school in Rome. We are learning professional cooking techniques, pastry making, and food presentation. I love this field because it combines creativity with technical skills. Italy is famous for its food culture, so vocational schools play an important role in preparing students for careers in restaurants, hotels, and tourism.



Youssef (Algeria):

Hi, everyone. My name is Youssef, and I am from Algeria. I'm studying IT and cybersecurity. We focus on protecting networks and digital systems from cyberattacks. Technology is becoming essential across industries, so cybersecurity professionals are needed everywhere. It's better to be safe than sorry, which is why our training emphasizes prevention and security. In Algeria, many students are choosing technology-related careers as the digital economy grows rapidly.

JRE

(Justify - Reason - Evidence)

To what extent do vocational education programs reflect the economic priorities of different countries? Use evidence from the passages to support your answer.

Nadia (Egypt):

Hello! I am Nadia, and I come from Egypt. I'm studying tourism and hospitality management. We learn about hotel operations, customer service, and event planning. Tourism is one of the most important sectors of the Egyptian economy, so vocational schools help students develop the skills employers need. This creates many career opportunities and supports our country's development.

Dimitri (Greece):



Hello, everyone. My name is Dimitri, and I am from Greece. I study marine engineering. We learn about ship systems, navigation technology, and engine maintenance. Greece has one of the world's largest shipping industries, so skilled marine engineers are always in demand. The work can be challenging, but as we say, smooth seas do not make skillful sailors. Difficult experiences help us become stronger professionals.



Ahmed (Egypt):

Listening to all of you has shown me that vocational schools in different countries prepare students for different industries. However, they all share the same goal: helping young people gain practical skills, find meaningful careers, and contribute to their countries' development.

nezakr.natega4dk.net

Comprehension Check

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

Explain

- Why did Ahmed choose to study at an agricultural vocational school?

.....

- How does Giulia connect her field of study to Italian culture?

.....

Analyze

- Why does Youssef believe cybersecurity is important?

.....

- How does vocational education support Egypt's tourism industry?

.....

Evaluate

- Do you agree with Ahmed's decision to attend a vocational school? Give 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. Ahmed studies at an agricultural vocational school in Egypt.		
2. Giulia believes culinary arts require creativity and technical skill.		
3. Youssef thinks cybersecurity is only useful for technology companies.		
4. Tourism is an important sector of the Egyptian economy.		
5. Dimitri hopes to work for an international company after graduation.		

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.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. agricultural vocational school **2.** culinary arts **3.** cybersecurity **4.** hospitality management **5.** marine engineering	**a.** study of ships and maritime systems **b.** protecting digital systems and networks **c.** professional cooking and food preparation **d.** training in farming, crop production, and livestock care **e.** managing services for guests in hotels and tourism

B **Read and complete the summary using words from the box.**

agricultural vocational school – culinary arts – cybersecurity – hospitality management – marine engineering

1. Students at a/an ..... learn about farming techniques and animal husbandry.

2. Protecting computer networks is the main purpose of ..... .

3. Giulia studies ..... because she enjoys cooking and food presentation.

4. Greece's shipping industry creates many opportunities in ..... .

5. Nadia studies ..... because tourism is important to her country's economy.

nezakr.natega4dk.net

Grammar Focus

The Present Continuous Tense

We use the present continuous to describe actions happening right now, temporary situations, and current trends in the world of work, which is useful for discussing how the modern workplace is changing.

Structure / Form	Example
Affirmative: subject + am/is/are + verb-ing	Employers are looking for candidates with strong soft skills.
Negative: subject + am/is/are + not + verb-ing	Employers aren't looking for candidates with poor soft skills.
Question: Am/Is/Are + subject + verb-ing?	Are you developing your communication skills this term?
Present continuous for current trends	The job market is changing faster than ever before.
Present continuous for temporary actions	She is currently completing an internship at a local company.

Grammar in Context

A **Complete the sentences with the correct present continuous form of the verb in brackets.**

This term, our school (1)..... **(offer)** several new career-based activities. Many students (2)..... **(take)** part in practical workshops. Some of them (3)..... **(learn)** how to use modern tools, while others (4)..... **(develop)** their communication skills. Our teachers (5)..... **(not/teach)** through lectures only; they are using real-life tasks too. (6)..... **(Be)** the students (7)..... **(prepare)** for future careers?

B **1. Which sentence is grammatically correct?**

a. The students is learning new workplace skills.
b. The students are learn new workplace skills.
c. The students are learning new workplace skills.
d. The students learning new workplace skills.

nezakr.natega4dk.net

2. a. Sara is preparing for her job interview.
   b. Sara are preparing for her job interview.
   c. Sara is prepare for her job interview.
   d. Sara preparing for her job interview.

3. a. The manager are explaining the task now.
   b. The manager explaining the task now.
   c. The manager is explain the task now.
   d. The manager is explaining the task now.

4. a. We are working on a school project.
   b. We is working on a school project.
   c. We are work on a school project.
   d. We working on a school project.

5. a. Ahmed and Ali is attending a training course.
   b. Ahmed and Ali are attend a training course.
   c. Ahmed and Ali are attending a training course.
   d. Ahmed and Ali attending a training course.



Speaking

Global Skills Roundtable

Imagine that you are attending an international youth conference on vocational education.

Choose a vocational field and explain:

- what skills students learn.
- why the field is important in your country.
- how it can help solve a global challenge.
- why countries should cooperate in this field.

Requirements

- Support your ideas with examples.
- Use at least two sentences in the present continuous tense.
- Use at least one idiom from the lesson.

nezakr.natega4dk.net

Writing in Action

How to Write a Reflective Blog Post

A reflective blog post is personal, engaging, and easy to read.

Key Characteristics

Main Features	Tasks
- Catchy Title	• Choose a title that attracts the reader's attention.
- Personal Voice	• Use the first person (I, my, me) to share your thoughts and experiences.
- Clear Purpose	• Introduce the topic and explain why it is important to you.
- Organized Ideas	• Present your ideas in logical paragraphs with supporting details and examples.
- Engaging Conclusion	• End with a final thought, recommendation, or reflection.

Suggested Structure

Title

• Write a catchy title.

Introduction

• Introduce your dream career.
• Explain why it interests you.

Body Paragraph

• Describe the skills needed.
• Explain how the career helps society or the economy.

Conclusion

• Summarize your opinion.
• Explain your future goals.

nezakr.natega4dk.net



Writing Task

My Vocational Dream

Write a reflective blog post (150–180) words about your dream career.

Your writing should include:

- The vocational field you would like to study.
- The skills required for success.
- How the field contributes to society or the economy.
- Why the career interests you.

Writing Checklist

1. I use the present continuous form. ☐

2. My blog post includes field-specific vocabulary. ☐

3. I organize my ideas. ☐

nezakr.nategа4dk.net

SECTION B : Building Future Professionals

8.3 The Egyptian-Japanese Schools (EJS)

Why are teamwork, responsibility, and character development as important as technical knowledge in preparing students for future careers?



Teamwork, responsibility, and character development are as important as technical knowledge because they help people work effectively with others, solve problems, and behave professionally in the workplace. While technical skills can often be taught through training, qualities such as discipline, communication, reliability, and respect take time to develop. Employers value workers who can cooperate with colleagues, adapt to challenges, and take responsibility for their actions. Therefore, success in future careers depends not only on what people know but also on how they work and interact with others.

Inquiry Question:



- **What is the main goal of Tokkatsu? How does it help students develop life skills in addition to academic knowledge?**

Discussion Questions:

Explain

- How does the EJS (Egyptian-Japanese Schools) model balance academic learning with character development and life skills?

Analyze

- Why are teamwork, responsibility, discipline, and communication considered essential skills for future careers?

JRE

(Justify - Reason - Evidence)

To what extent should schools focus on character development as well as academic achievement? Support your answer with evidence from the text.

A Different Way to Learn*

(Source: Adapted from a report on the Egyptian-Japanese School System)



The Egyptian-Japanese Schools (EJS) are the outcome of a partnership between Egypt and Japan that aims to prepare students not only for exams but also for life. While students follow the Egyptian national curriculum, they also participate in Tokkatsu activities that focus on teamwork, responsibility, and character development.

In many schools, success is often measured by test scores.

nezakr.natega4dk.net

However, supporters of the EJS model believe that students should also learn how to cooperate with others, solve problems, and contribute positively to their communities. Through daily activities, students develop skills that are valuable both inside and outside the classroom.

One of the most well-known Tokkatsu activities is Cleaning Time (Soji). Instead of relying on others to clean the school, students work together to clean classrooms and shared spaces. This activity teaches responsibility, respect for the environment, and appreciation for all forms of work. Students also participate in group discussions and class meetings where they share ideas, solve problems, and make decisions together.

Advocates of the EJS system believe that these experiences help students develop important workplace skills. Employers often report that technical knowledge can be taught relatively quickly, whereas core values such as discipline, teamwork, communication, and respect require years to develop. Consequently, EJS schools aim to prepare students for future careers by strengthening both their academic abilities and their character.

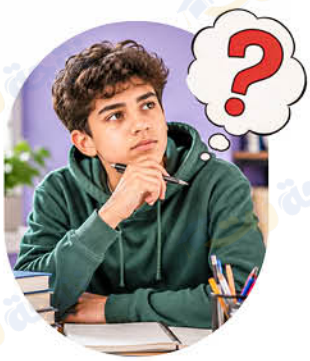
As the world becomes increasingly interconnected, employers are looking for individuals who can collaborate, adapt, and lead. The EJS model demonstrates that education is not only about acquiring knowledge but also about developing the habits and attitudes needed for lifelong success.

JRE
(Justify - Reason - Evidence)

To what extent can the EJS model help prepare students for the demands of the modern workplace? Use examples from the passage to justify your answer.

Comprehension Check

A **Answer the following questions.**



Explain

- What is the main goal of the *Tokkatsu* approach?

.....

- How does *Cleaning Time* help students develop responsibility?

.....

Analyze

- What skills do students develop through group discussions and class meetings?

.....

- Why do employers value qualities such as discipline and teamwork?

.....

Evaluate

- How does the EJS model prepare students for future careers?

.....

nezakr.natega4dk.net

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. EJS students only focus on academic achievement.		
2. Students help clean classrooms and shared spaces.		
3. Tokkatsu activities are designed to develop character and teamwork.		
4. Egyptian-Japanese schools believe technical knowledge is more difficult to teach than discipline.		
5. Every Egyptian-Japanese school holds cleaning time at the end of each school day.		

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.



Vocabulary

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

Words	Meanings
1. partnership	**a.** gratitude or thanks
2. appreciation	**b.** work together to achieve a goal
3. relatively	**c.** the ability to control one's behavior and working responsibly
4. collaborate	**d.** to a certain degree; not completely
5. discipline	**e.** a relationship in which two or more people work together to achieve a goal

B **Complete the sentences using the words in the box.**

partnership – appreciation – relatively – collaborate – discipline

1. The vocational course was ..... short, but useful.

2. Students ..... to complete a project as part of their training.

nezakr.natega4dk.net

3. They showed their ..... for their teachers by thanking them.

4. Success in vocational education requires ....., regular practice and persistence.

5. Vocational schools formed a ..... with local companies to provide students with training.



Writing in Action

How to Write a Recommendation Report

A recommendation report is a formal piece of writing that suggests an idea or action and explains why it should be adopted.

Key Characteristics

Main Features	Tasks
- Clear purpose	• State what you are recommending.
- Formal tone	• Use objective language and avoid informal expressions.
- Reasons and evidence	• Explain why your recommendation is useful and support it with examples.
- Logical organization	• Present your ideas in a clear order.
- Action-oriented conclusion	• End by encouraging the reader to consider or adopt your recommendation.

Section	Useful Language
Making Recommendations	'It is recommended that...' / 'The school should consider...' / 'One effective practice would be...' / 'This activity could help students...'
Giving Reasons	'This would improve...' / 'Furthermore,...' / 'Consequently,...' / 'As a result,...' / 'In addition,...'

nezakr.natega4dk.net

Suggested Structure

Introduction

- State the purpose of the report.
- Introduce the activity you recommend.

Recommendation

- Describe the activity.
- Explain how it works.

Benefits

- Explain how it will improve student behavior, teamwork, responsibility, or communication.
- Provide examples or evidence.

Conclusion

- Summarize your recommendation.
- Encourage the school to adopt the activity.

Writing Task

Write a recommendation report of (150–180) words for your school principal suggesting one Tokkatsu activity that could improve student behavior, teamwork, or responsibility.

Your Report Should Include

- A clear recommendation.
- Reasons for adopting the activity.
- Expected benefits for students.
- Evidence or examples from the EJS model.



nezakr.natega4dk.net

8.4 The Skills Employers Really Want



Why do employers value soft skills as much as technical skills?

Employers value soft skills because technical skills help people get jobs, while communication, teamwork, adaptability, and responsibility help them succeed, solve problems, and work effectively.

Inquiry Question:



- **Which soft skills are most frequently requested by employers today? Why are these skills important in the modern workplace?**

Discussion Questions:

Explain

- Why are soft skills essential for success in the modern workplace?

Evaluate

- How can schools better prepare students for the challenges of the modern workplace?

JRE

(Justify - Reason - Evidence)

To what extent do employability skills contribute to career success in the modern workplace? Support your answer with evidence from the audio.

Listening

From School to Work *

**(Source: Adapted from a workforce development and education reform report)*



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

Explain

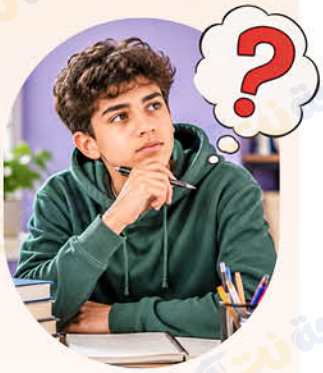
- Why are employers looking for more than academic qualifications today?

.....

- What qualities do employers value in addition to technical knowledge?

.....

nezakr.natega4dk.net



Analyze

- How are education systems changing to meet the needs of the modern workplace?

.....

- How does the Egyptian-Japanese School help students develop employability skills?

.....

Evaluate

- Why is the transition from school to work considered an important challenge?

.....

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. Employers only care about academic qualifications.		
2. Communication and teamwork are important workplace skills.		
3. Technical knowledge is always more difficult to teach than responsibility.		
4. The EJS model includes collaborative activities and classroom responsibilities.		
5. Modern education aims to prepare students for both life and work.		

NOTE: If you mark a statement Not Given (NG) 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 in the audio you looked.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. employability	**a.** to be able to adjust to new situations
2. adaptable	**b.** the skills needed to gain and keep a job
3. academic qualifications	**c.** moving from education to employment
4. transition from school to work	**d.** certificates or degrees gained by completing courses or passing examinations

B **Complete the sentences using the words in the box.**

employability – adaptable – academic qualifications – transition from school to work

1. Good ..... can help you find a suitable job.

2. Students need support during their ..... .

3. Employees should be ..... because they often face changing conditions.

4. Education should improve students' ..... and prepare them for future careers.

Speaking

Career Skills Ranking

Work in groups.

Rank the following skills from the most important to the least important for future careers:

- Communication
- Teamwork
- Problem-solving
- Adaptability
- Leadership

Requirements

- Explain your ranking.
- Use at least two expressions of opinion.
- Support your ideas with reasons and examples.

Useful Expressions

- In my opinion... / I believe that...
- I strongly believe that... / This skill is important because...
- Therefore,...

nezakr.natega4dk.net

Writing in Action

Personal Development Plan

A Personal Development Plan (PDP) helps you identify the skills you want to improve and the actions you will take to achieve your goals.

Key Characteristics

Main Features	Tasks
- Clear Goal	• Identify the skill you want to develop.
- Stating Goals	• Explain why this skill is important for your future career.
- Action Plan	• Describe the steps you will take to improve the skill.
- Realistic Targets	• Set achievable goals and practical actions.
- Future Focus	• Explain how the skill will help you succeed in the future.

Section	Useful Language
Stating Goals	'I would like to improve...' / 'One skill I need to develop is...' / 'My goal is to strengthen...'
Explaining Reasons	'This skill is important because...' / 'It will help me...' / 'Employers value this skill because...'
Describing Actions	'I plan to...' / 'I will practice...' / 'I intend to...' / 'To achieve this goal, I will...'

Suggested Structure

Introduction

• State the skill you want to improve.

Goal

• Explain why the skill is important.

Action Plan

• Describe the steps you will take to develop it.

Conclusion

• Explain how the skill will support your future career.

nezakr.natega4dk.net



Writing Task

Write a personal development plan (150–180) words explaining:

- Which employability skills you would like to improve.
- Why these skills are important for your future career.
- How you plan to develop them.
- How these skills can help you succeed in the workplace.

Personal Development Plan: Writing Rubric

1. Identify one or more skills you want to improve. ☐
2. Explain why these skills are important for your future career. ☐
3. Include a clear personal goal. ☐
4. Describe specific actions you will take to develop the skill(s). ☐
5. Explain how the skill(s) will help you in the future. ☐
6. Use at least two connectors (because, since, therefore, furthermore, in addition). ☐
7. Organize your writing into clear paragraphs. ☐
8. Use vocabulary related to employability skills and careers. ☐
9. Check your spelling, grammar, and punctuation. ☐

nezakr.natega4dk.net

8.5 Assessment

Summative

Writing Task

- **Choose ONE of the following questions and write a discursive or opinion essay of (150-180) words:**

A. Should vocational education receive the same recognition as university education?

B. Which skills are most important for future careers?

C. How can schools better prepare students for the modern workplace?

Writing Frame

Your essay should

- present a clear opinion or argument.
- include supporting reasons and relevant examples.
- use evidence and ideas from the unit.
- use appropriate connectors to link ideas.
- follow a clear introduction–body–conclusion structure.

Reflection Questions :

1. What was the most valuable idea you learned in this unit?

.....

2. Which career pathway interests you most? Why?

.....

3. What employability skill would you like to improve? How do you plan to develop it?

.....

4. How can vocational education contribute to Egypt's economic development?

.....

5. How has your understanding of future careers changed after studying this unit?

.....

nezakr.natega4dk.net



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	understand vocational education and career pathways.			
	analyze workforce needs and future careers.			
Vocabulary	use career and employability vocabulary accurately.			
Grammar	use logical connectors and the present continuous accurately.			
Speaking	participate in discussions, pitches, and presentations.			
Writing	write reports, blog posts, and personal development plans.			
Reflection	justify ideas with evidence and examples.			
JRE	use the JRE framework to justify,career choices and solutions to workforce challenges using evidence and real-world examples.			

One skill I want to work on:

.....

.....

.....

One thing I am proud of in this unit:

.....

.....

.....

nezakr.nateqa4dk.net

Consolidation Review D

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

1. The number of small requests gradually accumulated until Mariam needed a clear system for organizing her cake orders.

What does **"accumulated"** mean in this context?

a. Were divided equally.

b. Disappeared without warning.

c. Became less valuable.

d. Built up gradually over time.

2. Career researchers warn that turning a hobby into paid work can sometimes drain the joy from it.

What does **"drain"** mean in this context?

a. Measure something accurately.

b. Remove or reduce something gradually.

c. Increase something quickly.

d. Share something with a group.

3. Salma improved through **consistency**: she practiced for a short time every day instead of working for many hours only once a month.

Which word is closest in meaning to **"consistency"** in this context?

a. difficulty b. regularity

c. intensity d. completion

4. Omar is preparing for his future career. He joins a communication course, works successfully on team projects, and learns to adapt when tasks change. These experiences improve his **employability**.

What does **"employability"** mean in this context?

a. The process of leaving school early.

b. The amount of money earned in one job.

c. The ability to gain and keep suitable employment.

d. The study of only technical subjects.

nezakr.natega4dk.net

5. A list of people waiting for a service or product is called a .....

a. career pathway b. labor market

c. work-life balance d. waiting list

6. To be able to adjust successfully to new situations means you're ..... .

a. adaptable b. economic c. ambitious d. hospitable

7. Students who work together to complete a shared project take part in ..... learning.

a. individual b. unpaid c. collaborative d. temporary

8. Mariam ..... think of baking as paid work; she originally did it only for fun.

a. didn't use to b. wouldn't used to

c. wasn't use to d. didn't used to

9. When Hassan first ran the chess club, he ..... arrive early every Thursday to prepare the boards.

a. is used to b. used c. would d. would to

10. Many vocational schools ..... stronger links with employers this year.

a. developed now b. develops c. is developed d. are developing

11. The job market is changing rapidly; ....., students need to develop adaptable skills.

a. although b. therefore c. because of d. despite

12. What is the purpose of a catchy title in a blog post?

a. To replace the introduction. b. To provide a formal signature.

c. To list every source used. d. To attract the reader's attention.

13. Which feature is essential in a recommendation report?

a. A fictional ending with a surprise.

b. An informal conversation with the reader.

c. Clear advice supported by reasons and evidence.

d. A list of unrelated personal memories.

14. A personal development plan should include ..... .

a. a story with several characters

b. only a description of past achievements

c. realistic targets and practical actions

d. instructions for completing an examination

nezakr.natega4dk.net

15. Which sentence is most appropriate in a formal recommendation report?

a. It is recommended that the school introduce a weekly skills workshop.

b. You must change the programme immediately.

c. I think this idea is really cool and fun.

d. Why has nobody fixed this problem yet?

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

1. a. Omar use to repair old radios after school.

b. Omar uses to repair old radios after school.

c. Omar used to repair old radios after school.

d. Omar did used to repair old radios after school.

2. a. Every Saturday, Mariam would decorating cakes for her relatives.

b. Every Saturday, Mariam would to decorate cakes for her relatives.

c. Every Saturday, Mariam would decorated cakes for her relatives.

d. Every Saturday, Mariam would decorate cakes for her relatives.

3. a. Employers are looking for adaptable graduates.

b. Employers is looking for adaptable graduates.

c. Employers looking for adaptable graduates.

d. Employers are look for adaptable graduates.

4. a. The course is difficult; however, it provides valuable experience.

b. The course is difficult because of it provides valuable experience.

c. The course is difficult; therefore it provide valuable experience.

d. Although the course is demanding; it provides valuable experience.

5. a. It is recommend that the school introducing a weekly teamwork activity.

b. It is recommended that the school introduce a weekly teamwork activity.

c. It recommended the school to introduces a weekly teamwork activity.

d. It is recommending that the school introduced a weekly teamwork activity.

3 Read the text, then answer the questions.

From a Hobby to a Future Path

At fourteen, Omar repaired old radios at home because he enjoyed discovering why they stopped working. He had no business plan and did not imagine that the hobby

nezakr.natega4dk.net

would influence his future. At first, he used to work alone at a small desk, and every Friday he would test one damaged device borrowed from a relative. The activity was relaxing, but it also taught him patience, careful observation and the satisfaction of solving a real problem.

Small opportunities **accumulated** gradually. A neighbor asked Omar to examine a broken speaker, a teacher invited him to demonstrate a simple repair at a school fair, and several classmates began bringing him devices. Before long, he had a waiting list. Omar realized that enthusiasm alone was not enough: he needed better organization, safe tools and people who could share the work. He invited three friends with similar interests, and their private hobby began to form a small community.

The turning point came when the school opened an after-school vocational workshop. There, the group gained hands-on experience in electrical safety, tool use and basic design. They also learned to divide tasks, explain technical ideas clearly and evaluate whether a repair was worth attempting. These skills mattered beyond the workshop. Employers are increasingly looking for people who can adapt to change, communicate effectively and solve unfamiliar problems instead of simply repeating memorized information.

Omar and his friends then created a monthly Repair Circle at the local youth centre. It was not a business: repairs were free, and no item was guaranteed to be fixed. Visitors watched the process, while younger students learned how to identify simple faults and use tools responsibly. The group did not accept every broken device; it selected a manageable number so that members could learn carefully rather than rush. The project therefore combined community service, collaborative learning and practical career preparation.

During the first months, Omar nearly turned the project into another source of pressure. He accepted too many requests, stayed late and began to lose the enjoyment that had started everything. The group responded by setting clear roles and a realistic schedule. Each member practised regularly, but nobody was expected to work for hours every day. This change showed them that consistency can be more sustainable than intensity and that protecting a healthy work-life balance can prevent burnout.

Two years later, Omar is preparing to study electronics, and one of the younger members now leads part of each Repair Circle session. Omar's passion created an opportunity, but its value cannot be measured only in money. It gave him confidence, employability skills and a possible career pathway; it also left a community that can continue without him. His experience shows how personal interests, practical education and mentoring can work together to support both individual progress and wider social development.

nezakr.natega4dk.net

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

1. The main idea of the text is that a hobby ..... .

a. becomes valuable only when it produces a large amount of money

b. can grow into community service and career preparation through training and consistent effort

c. should remain completely separate from school and future employment

d. can succeed only when one person manages every part of it alone

2. According to paragraph 2, Omar created a small group because ..... .

a. the school required every student to establish a business

b. he wanted to stop repairing devices and choose a different hobby

c. the growing number of requests required organization and shared work

d. his friends already had professional qualifications in electronics

3. The writer mainly aims to ..... .

a. show how passion, practical learning and sustainable habits can create wider opportunities

b. prove that all hobbies should immediately be turned into paid businesses

c. persuade students to study electronics instead of every other vocational field

d. explain why community projects should avoid involving younger learners

4. Choose an appropriate heading for paragraph 5.

a. Why Intensity Always Wins

b. The End of Practical Learning

c. A Business Without Customers

d. Protecting Progress from Burnout

B. Find evidence from the text.

5. Find a sentence in paragraph 4 that shows the Repair Circle balanced service with careful learning.

.....

.....

nezakr.natega4dk.net

C. Answer the following questions.

6. Explain why the vocational workshop made Omar's project safer and more effective. Give evidence from the text to support your analysis.

.....

.....

7. How does the final paragraph connect Omar's personal passion with wider social development? Analyze your answer with evidence from the text

.....

.....

8. To what extent is the community Omar built more valuable than his personal career development? Justify your answer and use evidence from the text.

.....

.....

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Mariam's cake business developed through an accumulation of small requests and recommendations rather than through one fixed plan.

- Mariam planned a complete business before she began baking cakes.

True	
False	
Justification	

2. The Egyptian-Japanese School model combines academic learning with responsibility, teamwork and personal development.

- The EJS model focuses only on examination results and technical knowledge.

True	
False	
Justification	

nezakr.natega4dk.net

3. Regular deliberate practice can form a sustainable habit and reduce burnout.

- Consistency can be more effective than rare periods of intense effort.

True	
False	
Justification	

4. A recommendation report gives a clear proposal supported by reasons and evidence.

- It should explain why the suggested action should be adopted.

True	
False	
Justification	

5 Read the diary entry, then answer the questions.

I almost bought a new phone after watching several reviews online. To make a sensible choice, I compared repair costs, battery life, and the price of a refurbished model. I finally repaired my old phone and used the money I saved to buy a course in graphic design. The experience reminded me that advertisements can create a need that may not be real.

1. Identify two factors the writer considered before deciding which phone to buy. Explain why one factor was important.

.....

.....

.....

2. What does the writer's final decision suggest about digital consumption? Support your answer with evidence from the diary entry.

.....

.....

.....

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

1. Regular practice builds ..... **(consistent)** and helps learners improve over time.

2. Communication and adaptability can increase a graduate's ..... **(employ).**

3. The project succeeded because of effective ..... **(collaborate)** among the students.

nezakr.natega4dk.net

7 Complete the following text with the appropriate structure.

Years ago, Kareem (1) ..... **(repair)** toys only for fun. Every Friday, he (2) ..... **(spend)** hours testing simple ideas. Today, he (3) ..... **(train)** at a vocational centre, and local employers (4) ..... **(look)** for young people with practical skills. He still follows a balanced routine because regular practice (5) ..... **(help)** him improve without burnout.

8 Give words or phrases from the text that could meaningfully replace the words in the box below.

Hassan was initially blunt when younger players made mistakes, but he genuinely wanted them to improve. By continuing to show up every week, he created a chess club where skills could be passed on. His greatest legacy was not a trophy; it was the confidences and opportunity that younger student gained from the club.

Word or Phrase	Meaning
1. heritage	.....
2. Attend	.....
3. Truly	.....
4. transfer	.....
5. outspoken	.....

9 Use an appropriate text type from the options below the task. Write 150 to 180 words.

You read an article which is discussing whether personal well-being is an individual responsibility or whether school, families, and communities should help. Write a text in which you express your point of view.

• Argumentative paragraph • Persuasive paragraph • Analytical paragraph

.....

.....

.....

.....

.....

.....

.....

.....

.....

nezakr.natega4dk.net

Concept 9 Belonging & Well-being



UNIT 9 Circles of Belonging

nezakr.natega4dk.net



Unit Overview

This unit explores the concept of Belonging and Well-being by examining how relationships, schools, and communities shape a person's sense of identity and emotional health. You will study personal stories of belonging, the mentors and friends who help people grow, small initiatives that stop people feeling left out, and the way communities mobilize, both offline and online, to care for their members.

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

You will be able to :

Reading: analyze personal narratives and articles to explore how belonging and support are built.

Listening: listen to a media report about a community well-being initiative to distinguish stated from unstated information.

Speaking: present a personal or community best practice, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write a personal narrative and a discursive essay that weighs different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify how personal relationships build a sense of belonging. • analyze how mentors and friends support personal growth. • evaluate the impact of small inclusion initiatives on communities. • examine how social media mobilizes community support. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • use *"so...that"* and *"such...that"* to express degree and result. • use the causative form (*have / get* something *done*). • write a personal narrative. • write a discursive essay presenting balanced perspectives. • take part in structured discussions and presentations.

nezakr.natega4dk.net

Inquiry Question ?

- **How do the relationships, communities, and support systems around us shape our sense of belonging and well-being?**

- **Look at the diagram and answer.**

Evaluate

- Which circle of belonging do you think has the greatest impact on well-being? Explain your reasoning.

Explain

- Why might someone feel like they belong in one circle but not in another?

Analyze

- How do you think social media is changing the way your generation builds and maintains a sense of belonging?



- **Look at the picture and answer the question:**

How do the people around you influence your sense of belonging?



nezakr.natega4dk.net

SECTION A : A Sense of Belonging

9.1 Finding My Place

Why belonging still matters!

Belonging is more than being physically present in a place; it is the feeling of being noticed, valued, and safe to be yourself among others. Psychologists describe it as a basic human need, alongside food and shelter, because people who feel a sense of belonging take more risks, recover faster from setbacks, and generally report better mental and physical well-being.



Inquiry Question:

- **What makes a person feel that they truly belong somewhere? How is this different from simply being present?**



Discussion in groups of four:

- Describe a place, team, or group where you felt you truly belonged.

Explain

- What feelings or memories does that place or group recall?

Analyze

- Why might schools invest time and money in well-being and belonging programs?

Evaluate

- Who benefits most from a strong sense of belonging, and who might struggle to find it?

JRE

(Justify - Reason - Evidence)

Do you agree that belonging is built through small everyday actions rather than one big event? Justify your opinion.



Finding My Place: A New Student's Story*

**(Source: Adapted from a personal reflection, Well-being & Identity Education Series)*

When my family moved from Alexandria to a new city in the middle of the first term of the school year, I remember standing at the gate of my new school feeling like a stranger in my own country. Everyone already had their groups, their inside jokes, and their fixed seats in the cafeteria. For the first two weeks, I ate lunch alone, reading the same page of a book repeatedly without understanding a word of it. I told myself it did not matter. I was used to being independent, but by the end of each day, I felt strangely tired, as if pretending not to mind had used up more energy than the schoolwork itself.

nezakr.natega4dk.net

Belonging, I learned, is not something that is given to you on the first day. It is built slowly, through small and often unplanned moments. Mine began in the school garden, where a classmate noticed I was trying, badly, to identify a plant for a biology assignment. She corrected me, laughed, and then sat down to help, asking questions about my old school almost as an afterthought, as though getting to know me were the easiest thing in the world. That single conversation did not solve everything, but it cracked open a door.

Psychologists describe belonging as a basic human need, not a luxury, positioned close to safety and listed among the things a person cannot easily do without. When students feel they belong, they take more risks in class and are less likely to withdraw when things go wrong. The opposite is also true: a student who feels unseen often stops raising their hand long before they stop caring about the subject.

By the end of that first term, I had joined the school's environmental club, mostly because of that one conversation in the garden, and I started arriving early to help set up the planting trays before class. I was no longer the new student who ate alone; I was someone with a seat, a role, and people who would notice if I were absent.

What I now understand is that belonging is rarely about fitting into a group perfectly. It is about finding even one connection that quietly says, "You are seen here."

JRE

(Justify - Reason - Evidence)

1. To what extent can one small act of kindness change a new student's sense of belonging? Support your answer with evidence.
2. How important is it for students to feel noticed and valued at school? Justify your answer.



Comprehension Check

A **Answer the following questions.**

Explain

- What does the writer mean by "that one conversation... cracked open a door" ? Explain in your own words.

.....

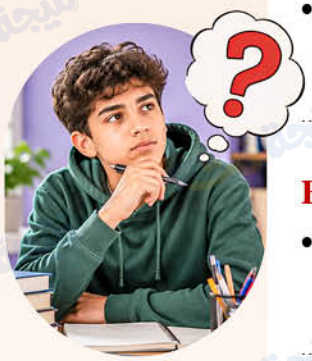
Analyze

- According to the text, what does the writer mean by saying "belonging is built slowly, through small and often unplanned moments"?

.....



nezakr.natega4dk.net



Explain

- Why does the writer describe belonging as a "basic human need, not a luxury"?

.....

Evaluate

- In your own words, evaluate the final message the writer wants readers to understand. Do you agree with it? Why / Why not?

.....

B **State whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. The writer moved from Alexandria at the start of the school year.		
2. The writer ate lunch alone for the first two weeks at the new school.		
3. A classmate helped the writer with a biology assignment in the school garden.		
4. The classmate who helped the writer was also new to the school.		
5. The writer believes belonging requires fitting perfectly into a group.		

NOTE: If you mark a statement NG (Not Given) 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.

nezakr.nategа4dk.net

Vocabulary

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

Words	Meanings
1. afterthought	**a.** the feeling of being accepted and valued as part of a group
2. unseen	**b.** work that a teacher asks students to do
3. belonging	**c.** to stop taking part or pull back from a situation
4. withdraw	**d.** not noticed or acknowledged by others
5. cracked open	**e.** to make something possible to happen
6. luxury	**f.** something expensive or special that is not necessary, but that makes life more enjoyable
7. assignment	**g.** something you think about and add later

Writing Task

➔ Write **FOUR** sentences using words from the text to describe a time you or someone you know felt they belonged (or did not belong). Then choose one sentence and analyze what the detail tells a reader about that person's feelings.

.....

.....

.....

Speaking

Pair Discussion

Discuss the issue together. Give reasons, examples, and evidence from the text.

Student A

You believe that schools are mainly responsible for helping new students feel that they belong.

Student B

You believe that students themselves are mainly responsible for building new relationships.

Discussion Question

Who has the greatest responsibility for helping new students feel that they belong: the school, classmates, or the new students themselves?

nezakr.natega4dk.net

Build your ideas

- The moment happened in/at...
- It took place during / on...
- This experience represents...
- One important idea it shows is...
- For me, this moment shows...
- Although some people believe..., I think...

Speaking Plan

Introduction:

The text "Finding My Place" discusses the importance of belonging at school.

Main Point:

At first, the student felt .....

Evidence:

For example, the text states that .....

Personal Response:

In my opinion, ...

Suggestion:

Schools can help new students by .....

Conclusion:

To sum up, belonging is important because .....

Reflection

As a guest speaker for your school's Well-being Week, prepare a presentation for your classmates explaining why well-being matters.

Describe the moment

Explain

- When and where you, or someone you know, felt a strong sense of belonging.

Analyze

- Why that moment mattered and how it affected the person's feelings, confidence, or behavior.

Reflect

- How might someone who felt differently interpret the same experience?

Reflect on your speaking

- I describe the moment clearly. ☐
- I explain why the moment is important. ☐
- I organize my ideas in a logical order. ☐
- I speak clearly and confidently. ☐

nezakr.natega4dk.net

9.2 Relationships That Help Us Grow

How relationships shape who we become

A relationship that simply provides a person with company is valuable, but a growth relationship does more: it actively helps a person become more capable, confident, and resilient. These relationships can be developed with mentors, teachers, family members, or even friends.

Inquiry Question:



- **What is a 'growth relationship'? How is it different from just having people around you?**

Discussion in groups of four:

Explain

- Why are relationships vital for mental health ?

Analyze

- What specific qualities do you need to look for or offer to turn a casual friendship into a growth-oriented relationship?

Evaluate

- What impression did that relationship give you about your own abilities?

JRE

(Justify - Reason - Evidence)

1. To what extent can a single encouraging relationship change a person's future?
2. To what extent do you think success depends mostly on personal effort, or on other people? **Justify your answer.**



Listening

The People Who Shape Us*

(Source: Adapted from a well-being and education article)



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

Identify

- According to the audio, what are the three features that growth relationships share?

.....

Explain

- What does the speaker mean by 'empty praise'? Explain in your own words.

.....

nezakr.natega4dk.net

JRE
(Justify - Reason - Evidence)

Which is more important in a growth relationship: honest feedback or emotional support? Justify your answer with evidence from the audio.



JRE
(Justify - Reason - Evidence)

Do young people need formal mentors to grow, or can supportive friends be equally effective? Weigh both views and justify your judgment with evidence from the audio.

Analyze

- Why does the speaker argue that peer relationships can be just as transformative as adult mentorship?

Evaluate

- Do you agree that a good mentor should 'allow for failure' rather than prevent every mistake? Justify your view.

.....

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. Growth relationships only involve adults, never peers.		
2. Consistency is described as more powerful than a single kind comment.		
3. A good mentor protects a young person from ever making a mistake.		
4. Young people with a supportive adult relationship outside the family manage stress more effectively.		
5. Schools have completely replaced informal mentoring with formal programs.		

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 in the audio you heard it.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. transformative	**a.** an experienced person who guides and supports someone less experienced
2. consistency	**b.** able to recover quickly from difficulties
3. convenience	**c.** support or confidence given to someone to help them succeed
4. resilient	**d.** the quality of behaving in the same reliable way over time
5. peer	**e.** causing a major, positive change in someone or something
6. encouragement	**f.** suitability or ease, without much effort involved
7. mentor	**g.** a person of the same age or social status as another

Grammar Focus:

Have / Get Something Done (Causative Form)

We use **have/get + object + past participle** when someone arranges for another person to do something for them, rather than doing it themselves. This is common when talking about services, programs, and support that mentors or communities arrange for others.

Structure / Form	Example
have + object + past participle (arrange for someone else)	The school **had** the counseling room **redesigned** to feel more welcoming.
get + object + past participle (more informal)	We **got** the mentorship handbook **printed** for all new students.
Simple Present: have/get + object + p.p.	The club **has** its new member packs **prepared** every September.
Simple Past: had/got + object + p.p.	My mentor **had** my essay **reviewed** by a university tutor.

nezakr.natega4dk.net

Future: will have/get + object + p.p.	The council **will get** the buddy scheme **launched** before October.
Modal + have/get + object + p.p.	You **should get** your application **checked** by a teacher before you submit it.

Grammar in Context

A **Choose the correct answer.**

1. Which is grammatically correct?
   a. I had my CV checked before applying for the job.
   b. I had my CV check before applying for the job.
   c. I had check my CV before applying for the job.
   d. I had my CV checking before applying for the job.

2. Which is grammatically correct?
   a. Sara gets her laptop repair every year.
   b. Sara gets repaired her laptop every year.
   c. Sara gets her laptop repaired every year.
   d. Sara gets her laptop repairing every year.

3. Which is grammatically correct?
   a. We are having our school uniforms made.
   b. We are having made our school uniforms.
   c. We are having our school uniforms make.
   d. We having our school uniforms made.

4. Which is grammatically correct?
   a. Ali will get his application form print tomorrow.
   b. Ali will get his application form printed tomorrow.
   c. Ali will get printed his application form tomorrow.
   d. Ali will gets his application form printed tomorrow.

5. Which is grammatically correct?
   a. Have you had your certificates copied yet?
   b. Have you have your certificates copied yet?
   c. Have you had copied your certificates yet?
   d. Did you had your certificates copied yet?

nezakr.natega4dk.net

B **Fill in the gaps with the correct causative form of the verb in brackets.**

Last year, our school (1)..... **(the mentorship handbook / write)** by a group of senior students. This term, we (2)..... **(new posters / design)** to advertise the program, and by June, we (3)..... **(the whole scheme / review)** by an outside well-being expert. If a student needs extra support, they can always (4)..... **(their timetable / adjust)** by the counseling office.



Writing in Action

Writing a personal narrative

A personal narrative is a true story about an experience from your life. It explains:

- what happened
- who was involved
- how you felt
- what you learned or how you changed

A good personal narrative has a clear beginning, middle, and ending. It usually uses the simple past to describe the main events and the past continuous to describe actions in progress or the background.

Writing Task

Write a personal narrative of (150–180) words about a person who helped you become more confident or capable.

In your narrative:

1. introduce the person and your relationship with them;

2. describe a problem or difficult situation you faced;

3. explain how this person supported or encouraged you;

4. describe what happened as a result;

5. explain how the experience changed you.

nezakr.natega4dk.net

SECTION B : Inclusion and Community Action

9.3 No One Left Behind

What it means to make sure no one is left behind

Social inclusion means making sure that everyone feels noticed, valued and welcome. Even simple actions can help people feel that they belong to their community.



Inquiry Question:

- **Why can small acts of inclusion have a powerful effect on someone who feels left out?**



Discussion in groups of four:

Explain

- What signs might show that someone feels left out, even if they do not say anything?

Analyze

- Why is quiet exclusion often difficult to recognize, and what effects might it have over time?

JRE

(Justify - Reason - Evidence)

Should small, informal initiatives like the Buddy Bench replace structured counseling support, or supplement it? Justify your answer.

The Buddy Bench: A Small Idea with a Big Effect *

**(Source: Adapted from a school well-being case study)*

A single painted bench sits in the corner of a school playground in Cairo, unremarkable at first glance. A small sign above it reads: "If you are sitting here, someone will come and play with you". It is called a Buddy Bench, and it was designed to solve a problem that is easy to overlook: the quiet loneliness of a child standing at the edge of a crowded playground, unsure how to join others, and too embarrassed to ask.



Exclusion rarely looks dramatic. It is not always bullying or cruelty; more often, it is simply being repeatedly overlooked in small ways that gradually add up. A student who eats lunch alone for a month, unnoticed by classmates who are not unkind, but simply distracted, can begin to feel invisible. Teachers report that this quiet form of exclusion is often harder to identify than open conflict, precisely because nothing appears to be wrong on the surface.

One teacher recalls a nine-year-old boy who sat on the bench for three days before anyone approached him. On the fourth day, a

nezakr.natega4dk.net

girl from another class noticed him and simply asked if he wanted to play football. They never mentioned the bench again, but they became regular lunchtime partners for the rest of the year, and eventually she introduced him to the rest of her friend group.

The Buddy Bench works because it removes the hardest step: asking for help. A child does not need to explain why they feel left out; they simply sit down, and the process does the rest. Volunteer students, trained to recognize the bench's signal, approach and invite them to join an activity. Teachers who have introduced the idea report a noticeable drop in playground isolation within a single semester.

Admittedly, a bench alone cannot solve every case of social exclusion, and some students need more structured professional support. Yet the idea behind it – that inclusion should require no explanation and no courage – has value far beyond the playground. Workplaces, universities, and online communities have since borrowed the same logic, creating simple, low-pressure signals that say, "You are welcome here, and no one has to ask twice."



Comprehension Check

A **Read the text, then answer the following questions.**

Explain

- According to the text, how does the Buddy Bench work? What problem does it solve?

.....

Analyze

- Why does the writer say quiet exclusion is 'often harder to identify than open conflict'?

.....

Explain

- What does the writer mean by 'inclusion should require no explanation and no courage'?

.....

Evaluate

- Do you think a simple idea like the Buddy Bench can significantly reduce social exclusion? Justify your view.

.....

JRE

(Justify - Reason - Evidence)

Read the following perspectives and determine which you find more convincing. Support your choice with relevant evidence from the text.

1. The Buddy Bench shows that small, simple ideas can meaningfully reduce loneliness.
2. The article concedes that 'a bench alone cannot solve every case of social exclusion', so its impact is limited to certain situations.

nezakr.natega4dk.net

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 Buddy Bench is in a school playground in Cairo.		
2. Exclusion always involves clear bullying or cruelty.		
3. Volunteer students are trained to notice the bench's signal.		
4. The school introduced its first Buddy Bench more than five years ago.		
5. The writer believes some students still need more structured professional support.		

NOTE: If you mark a statement NG (Not Given) 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.



Vocabulary

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

Words	Meanings
1. invisible	**a.** the state of being left out or not included
2. courage	**b.** to fail to notice or consider something or someone
3. exclusion	**c.** not seen or acknowledged by others, even when physically present
4. overlook	**d.** a new plan or action intended to solve a problem
5. structured	**e.** organized carefully with a clear system or plan
6. low-pressure	**f.** the ability to do something that feels difficult or frightening
7. initiative	**g.** not causing stress, worry, or a feeling of being forced

nezakr.natega4dk.net

Grammar Focus:

so...that / such...that

We use ***so...that and such...that*** to show the result or consequence of a strong quality, quantity, or feeling.

Structure / Form	Example
so + adjective/adverb + that	The basic idea was so simple that everyone understood it immediately.
so + many/much + noun + that	So many students joined the initiative that a second bench was added.
such + a/an + adjective + singular noun + that	It was such a small idea that few people expected it to work.
such + adjective + plural/ uncountable noun + that	They were such caring volunteers that the whole school noticed.

Grammar in Context

A. Complete the sentences with "so" or "such".

1. The idea was ..... effective that other schools copied it.

2. It was ..... a small gesture that no one expected it to matter this much.

3. ..... many volunteers signed up that the program had to expand.

4. She felt ..... included after joining the club that she never missed a meeting.

B. Combine the two sentences using so...that or such...that.

1. The program is popular. It is run in every school in the governorate.

.....

2. It was a powerful message. Even adults began using it at work.

.....

nezakr.natega4dk.net

Writing in Action

Build your ideas:
- This post claims that...
- One feature that caught my attention was...
- The language is designed to...
- I would / wouldn't trust this post because...
- Before sharing online, we should always... .

Social Media Post for Analysis

Read this post carefully. You will analyze its language and assess its reliability in the activities below.



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 pressure to act now	....
Selective evidence	using only part of the image/ information	....
Conspiracy framing	suggesting hidden or suppressed information	....



Presentation Task

Prepare a 2-3-minute presentation in which you introduce a social media post about well-being or inclusion that attracted a lot of attention.

- Explain two or three features that make the post reliable or unreliable (e.g. emotional language, urgency signals, selective evidence, absolute language).
- Explain why checking online information is important before sharing it with others.

nezakr.natega4dk.net

9.4 Community That Cares

What makes a community caring?

Traditionally, community support relies on official channels: local government offices, registered charities, or religious institutions. Social media has changed how quickly ordinary people can organize, document, and mobilize support for one another, without waiting for a formal system to respond.

Inquiry Question:



- **How can ordinary people respond quickly when someone needs help?**

Discussion Questions:

Explain

- What is 'civic engagement'?
- How has social media changed the way communities organize to support each other?

Analyze

- Have you ever seen a community come together online to help someone in real time? What was your experience?

Evaluate

- Is a small, local volunteer effort more effective than a large official organization? Justify your view.

JRE

(Justify - Reason - Evidence)

How does the thread show that community initiatives can sometimes respond more quickly than official aid channels? Justify with evidence from the posts.

Social Media Threads for Analysis*

The following is a curated thread from @CommunityCaresEG, a grassroots volunteer account documenting community support efforts in real time.

CommunityCaresEG. February 2026

@CommunityCaresEG-Grassroots volunteer network

Thread 1/3

UPDATE: Volunteers in Minya have spent the weekend delivering food and blankets to families affected by last week's heavy rains.
Over 40 households have been reached so far.
#CommunityCares #Egypt #MutualAid



11,200 likes 2,650 reposts

nezakr.natega4dk.net

CommunityCaresEG.
@CommunityCaresEG-Grassroots volunteer network

Thread 2/3

What started as three friends collecting donations from neighbors has grown into a network of 200 volunteers across four governorates. No government funding was involved; everything was organized through local donation points and word of mouth.



8,400 likes 1,900 reposts

CommunityCaresEG.
@CommunityCaresEG-Grassroots volunteer network

Thread 3/3

UPDATE: We are now setting up a permanent local support fund so that help can reach families faster next time, before a crisis, not only after one. If you would like to volunteer or donate, message us directly. This is what a caring community looks like.



15,700 likes 4,300 reposts 980 comments

Media Analysis: Key Concepts

Word / Expression	Definition / Use in context
civic engagement	actions individuals take to participate in and improve their community
grassroots initiative	a movement or effort organized by ordinary people, not official institutions
mutual aid	a system where community members support each other directly, without a middleman
mobilize	to organize people quickly to take action for a shared purpose

nezakr.natega4dk.net

Listening

- **Listen to a mass media report about a community well-being initiative.**



"An original pedagogical listening text custom-authored by the national curriculum development team and informed by international research on community well-being."



Listen

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

Explain

- According to the audio, how has community connection changed over the past five years? Explain in your own words.

.....

Analyze

- According to the audio, how did families access help in the past? What were the limitations of this process?

.....

- What problems do organizers report about the speed of information spreading on social media?

.....

Evaluate

- The speaker says social media has not replaced official aid. Do you think informal grassroots help is more or less reliable than official aid? Use ideas from the audio to support your opinion.

.....

JRE

(Justify - Reason - Evidence)

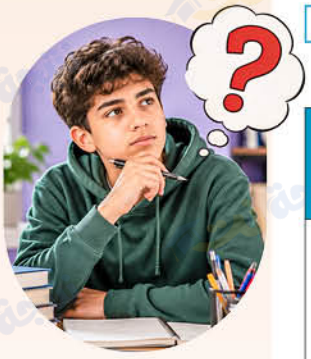
To what extent has social media transformed the speed at which communities respond to a crisis? Justify with evidence from the audio.

JRE

(Justify - Reason - Evidence)

'Grassroots networks are a useful tool for community support, but they cannot replace official aid.' To what extent do you agree or disagree? Defend your position.

nezakr.natega4dk.net



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, social media has completely replaced official government aid.		
2. The organizers interviewed all agreed that help now reaches people faster.		
3. Two networks had to correct false donation addresses.		
4. The audio states that grassroots networks receive government funding.		
5. All three organizers believe their community is more connected than five years ago.		

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 in the audio you heard it.

Vocabulary

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

Words	Meanings
1. dramatically	**a.** needing immediate attention or action
2. urgent	**b.** to react or reply to a situation, often with help or action
3. respond	**c.** in a way that involves a big, noticeable change
4. connected	**d.** to fix a mistake or make something accurate again
5. correct (verb)	**e.** having strong social links and relationships with others

nezakr.natega4dk.net

Writing in Action

Writing an Essay

A discursive essay explores an issue from multiple angles before reaching a balanced, well-supported conclusion. It goes beyond a single paragraph, using full-body paragraphs to develop each perspective.

Structure / Form	Example
Introduction (hook + thesis)	Belonging is often treated as a luxury, but for many people it is essential to...
Body Paragraph 1 (first perspective)	On the one hand, close local communities offer support that is...
Body Paragraph 2 (contrasting perspective)	On the other hand, it may be argued that online communities offer...
Conclusion (balanced opinion)	Overall, it can be argued that... because... Only when... will...

Writing Task

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

As a student contributor to your school's well-being blog, write an essay about how schools and communities can create a stronger sense of belonging for everyone.

.....

.....

.....

.....



Writing Rubric

- I write a clear introduction, body paragraphs and a conclusion. ☐
- I support each viewpoint with a clear reason and an example. ☐
- I use different perspectives before giving my opinion. ☐

nezakr.natega4dk.net

9.5 Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words. Choose ONE of the following:**

A. Belonging to a community is essential for personal well-being. To what extent do you agree?

B. Social media does more to build real relationships than to weaken them. Discuss.

C. Small acts of kindness can transform a community's sense of belonging. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of ..... is widely discussed today, particularly in the context of Egyptian communities.
- This essay examines multiple perspectives using ..... evidence from ..... .
- On the one hand, ... On the other hand, ...
- 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 ..... .

Reflection Questions :

1. How have your views about the role of relationships, communities, and social media in supporting well-being 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 relatable, and why was it effective?
4. How did your own experiences of belonging influence the way you interpreted the texts?
5. What new questions do you now have about how communities can better support well-being and belonging?

nezakr.natega4dk.net



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 text types in this unit.			
	identify tone, evaluative language, and selective framing in media texts.			
Grammar	use the causative form (have/get something done) to describe arranged actions.			
	use ***so...that*** and ***such...that*** to express degree and result.			
Listening	distinguish stated from unstated information through listening to a media report			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a discursive essay of (150-180) words with supporting evidence.			
Reflection	apply media literacy skills to evaluate the reliability of well-being-related social media content.			

One skill I want to work on:

.....

.....

One thing I am proud of in this unit:

.....

.....

nezakr.natega4dk.net

Concept 10 Invisible Consumption



UNIT

10 Behind the Buy

nezakr.natega4dk.net



Unit Overview

This unit explores the concept of invisible consumption by examining the hidden costs behind everyday habits that feel effortless: clicking 'buy now', chasing likes on a new purchase, replacing clothes every season, and discarding things that could be repaired. You will study the environmental, social, and psychological price tags that never appear on a receipt, and the grassroots movements working to make consumption visible again.

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

You will be able to :

Reading: analyze texts to identify the hidden costs behind everyday consumption habits.

Listening: listen to a media report about a mindful consumption initiative and distinguish stated from unstated information.

Speaking: present an example of invisible consumption, express a clear opinion and recognize an opposing viewpoint.

Writing: write a diary entry and a discursive essay using appropriate language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify the hidden costs behind everyday consumption habits. • analyze how social media validation drives buying behavior. • evaluate the environmental and social impact of fast fashion. • examine how grassroots movements promote mindful consumption. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • distinguish between stative verbs and action verbs and use them accurately. • use quantifiers (too much/too many, a large amount of, few/little) accurately. • use stative verbs vs. action verbs in continuous forms. • write a problem-solution paragraph naming an issue and a realistic fix. • write a diary entry. • write a discursive essay presenting balanced perspectives.

nezakr.natega4dk.net

Inquiry Question ?

- **How much of what we consume – and how much of its hidden cost – stays invisible to the average consumer?**

The Layers of Consumption

The Product	The Process	The Delivery	The Attention	The Aftermath
What we actually buy or use e.g. a phone, a T-shirt, a music stream	Extraction, labor & manufacturing e.g. cobalt mining for a phone battery	Packaging, transport & warehousing e.g. a next-day delivery van	What we give back: data, time, focus e.g. watching ads for "free" content	What happens once we are done with it e.g. a T-shirt worn once, then landfilled

Five layers stand between a click and a landfill – how many do you actually see?

Explain

- Why might a company prefer to keep certain layers of the consumption process hidden from customers?

Analyze

- How do you think social media is changing what we consume, and how quickly we replace it?

Evaluate

- Which layer of consumption do you think is the least visible to the average shopper? Explain your reasoning.

- **Look and discuss with a partner:**

How long does the excitement of a new purchase usually last for? What happens after that feeling fades?





nezakr.natega4dk.net

SECTION A : What We Don't See

10.1 Hidden Cost of a Click



Why the cheapest option is rarely the cheapest!

The cheapest deal may save your money at checkout, but its real cost does not always appear on the screen. Behind every online order are decisions about labor, packaging, transport, and waste — decisions that affect both people and the environment.

Inquiry Question:

- **What happens between the moment you click 'buy' and the moment a package arrives at your door?**



Discussion in groups of four:

Explain

- How often do you or your family order things online instead of buying them in person?
- What do you imagine happens to an item after it is returned to a shop?

Analyze

- Why might a company prefer customers not to think about what happens after checkout?

Evaluate

- Who do you think benefits most from fast, free delivery, and who bears its hidden costs?

JRE

(Justify - Reason - Evidence)

You clicked "free next-day delivery" without a second thought.

1. Do you think 'free' next-day delivery is free? Give evidence for your answer.
2. To what extent should companies be required to show customers the environmental cost of a delivery option before they choose it?

Reading

The Hidden Cost of a Click *

* *"An original pedagogical reading text custom authored by the national curriculum development team; informed by international consumer sustainability research, e-commerce logistics reports.*

When a package arrives at your door two days after you click 'buy now', it can feel almost like magic: no store, no line, no effort beyond

nezakr.natega4dk.net

a few taps on a screen. Behind that convenience, however, sits a long and mostly invisible chain of resources, labor, and emissions that the price on the screen rarely reflects.

Consider the average online order. A warehouse worker locates the item, often walking many kilometers across a fulfillment center floor during a single shift, before it is packed into a box sized for a much larger product simply because that size was available in stock. The parcel is then loaded onto a van that may deliver only a handful of items to a single street, repeating the same half-empty route the following day for the next batch of impatient customers. Multiply this by millions of daily deliveries, and the carbon cost of "free" next-day shipping becomes considerable, even though no individual customer ever sees the exhaust from the van outside their building.

JRE

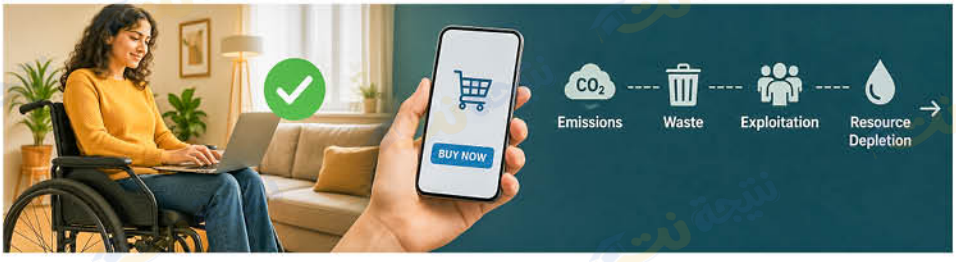
(Justify - Reason - Evidence)

Read the following two perspectives and determine which one you find more convincing. Support your position with clear reasoning and relevant evidence from the article.

1. Online shopping is genuinely useful, especially for people with limited mobility or in remote areas.
2. The writer argues that the convenience of a click hides real, considerable environmental and labor costs.



Returns make the picture worse. Industry estimates suggest that a significant proportion of returned clothing, sometimes worn only once for a photograph, is never resold; it is simply cheaper for a company to destroy an item or send it to a landfill than to inspect, repackage, and restock it. The customer, meanwhile, experiences only a free, painless refund, entirely unaware of what happened to the product afterward.



None of these means online shopping is inherently wrong; for many people, particularly those with limited mobility or in remote areas, it is genuinely useful. The problem is invisibility itself: when the true cost of an action is hidden from the person taking it, that person cannot make an informed choice, however good their intentions might be.

nezakr.natega4dk.net

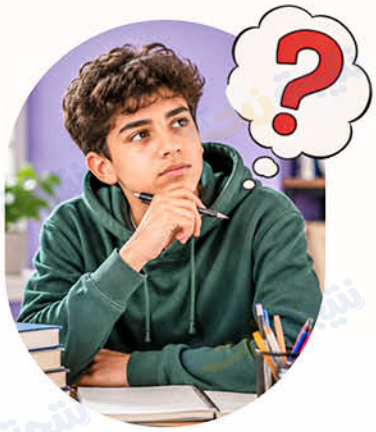


Consumer researchers argue that simple changes, slower delivery options, consolidated orders, and clearer return policies could make a measurable difference, provided customers are shown the real cost rather than only the price. Until then, the click remains the only part of the transaction most of us ever actually see.

Comprehension Check

A **Answer the following questions.**

Explain



- What does the writer mean by 'it is simply cheaper for a company to destroy... than to inspect, repackage, and restock it'? Explain in your own words.

.....

.....

- Why does the writer argue that the problem is invisibility itself?

.....

.....

Evaluate

- Do you think customers should be shown the 'real cost' of a purchase before checkout? Justify your view.

.....

.....

Analyze

- According to the text, why does the writer say the carbon cost of 'free' next-day shipping becomes considerable?

.....

.....

nezakr.natega4dk.net

B **State whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. A warehouse worker may walk many kilometers during a single shift.		
2. Delivery vans are always fully loaded with items for a single street.		
3. A significant proportion of returned clothing is never resold.		
4. The delivery van mentioned in the article is powered by electricity.		
5. Consumer researchers suggest slower delivery options could make a measurable difference.		

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

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. convenience	**a.** the release of gases or substances into the air, often linked to pollution
2. fulfillment center	**b.** a large warehouse where online orders are prepared for delivery
3. emissions	**c.** combined or brought together into a single, more efficient unit
4. landfill	**d.** a site where waste is buried or dumped
5. inherently	**e.** the quality of being easy, quick, or effortless to use
6. consolidated	**f.** by its very nature; as a basic or essential characteristic
7. informed	**g.** having enough accurate knowledge to make a sensible decision

Writing Task

➔ Write **FOUR** sentences using vocabulary from the text to describe a hidden cost behind something you or your family often buy online. Then choose one sentence and analyze what that hidden cost means for the environment or for workers.

nezakr.natega4dk.net

Speaking

Debate: Should 'Free Returns' Really Be Free?

In pairs, prepare a short structured debate:
Partner A argues that online stores should keep offering free, unlimited returns because it makes shopping easier and fairer for customers.

Partner B argues that free returns should be limited, since many returned items are simply destroyed rather than resold.

Debate structure:

1. Each partner makes an opening statement (30 seconds).
2. Each partner responds directly to one point the other made.
3. Together, agree on ONE fair return policy that could work for both sides.

Useful phrases:

- From a customer's point of view, ...
- However, from an environmental point of view, ...
- A fair compromise might be...

Writing in Action

Writing a Problem-Solution Paragraph

A problem-solution paragraph clearly names an issue, explains why it matters, and then proposes a specific, realistic solution. It is shorter and more focused than a full proposal or essay.

Section	Purpose / Useful Phrases
Problem statement	'One major problem with...' / 'Currently, many...'
Explanation	'This happens because...' / 'As a result,...'
Proposed solution	'One possible solution would be to...' / 'A simple way to address this is...'
Justification	'This would help by...' / 'This is effective because...'
Conclusion	'Overall,...' / 'If this solution were adopted,...'

nezakr.natega4dk.net



Writing Task:

Role:

As a student writing for your school newsletter, write a problem-solution paragraph **of about (150-180) words** about one hidden cost of online shopping or delivery culture discussed in this lesson.

- Clearly state ONE specific problem.
- Propose ONE realistic, specific solution.

.....

.....

.....

.....

Writing Rubric

1. I clearly state the problem. ☐

2. I explain why it matters. ☐

3. I propose a specific, realistic solution. ☐

4. I justify why the solution would work. ☐

5. I use accurate vocabulary from the lesson. ☐

Presentation



As a guest speaker for your school's 'Sustainability Week', prepare a 2–3-minute presentation for classmates and their families about the hidden cost of a product or service they use every day.

Your presentation must ...

- explain what the product or service is, and what happens behind the scenes to provide it.
- analyze why this cost usually stays invisible to the customer.

nezakr.natega4dk.net

10.2 Chasing Validation

Buying for the audience, not for yourself

Some purchases satisfy a need; others satisfy an audience. Validation-driven buying describes spending shaped less by usefulness than by the anticipated reaction of people watching online.



Inquiry Question:



- **What is the difference between buying something for personal use and buying something for an audience?**

Discussion in groups of four:

Explain

- Have you ever bought or wanted something mainly because of how it looks online?

Evaluate

- Does it matter why someone buys something, as long as they can afford it?

Listen

JRE

(Justify - Reason - Evidence)

Read the following two perspectives and determine which one you find more convincing. Support your position with clear reasoning and relevant evidence from the audio.

1. Sharing purchases online is simply a modern, harmless form of self-expression.
2. The writer argues that validation-driven buying is deliberately addictive, shaped by dopamine and anticipated reactions.

Listening

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

Explain

- According to the audio, what is 'validation-driven buying'?

.....

- What does the speaker mean by 'saying a purchase has done its job' once a post crosses a certain number of likes'?

.....

nezakr.natega4dk.net

Analyze

• Why does the speaker argue that influencer marketing arrives 'disguised as friendship rather than as a sale'?

.....

Evaluate

• Do you agree that noticing when a purchase becomes about the audience, not the item, is the key to avoiding validation-driven buying? Justify your view.

.....

JRE

(Justify - Reason - Evidence)

How does the speaker show that influencer marketing can be more persuasive than a traditional advert? Justify with evidence from the audio.

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. Likes and comments release a small amount of dopamine, according to the text.		
2. The speaker believes enjoying and sharing nice things is always a problem.		
3. Influencer marketing is described as feeling exactly like a traditional advert.		
4. Surveys show anxiety linked to posting is decreasing among young social media users.		
5. The audio text suggests some purchases are never mentioned again once their post is replaced.		

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 in the audio you heard it.

nezakr.natega4dk.net

Vocabulary

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

Words	Meanings
1. anticipated	**a.** a chemical in the brain linked to pleasure and reward
2. anxiety	**b.** expected before it happens
3. disguised	**c.** suggested or understood without being directly stated
4. dopamine	**d.** hidden or made to look like something else
5. implicit	**e.** able to convince someone to believe or do something
6. persuasive	**f.** a feeling of worry, nervousness, or unease

Grammar Focus:

Stative Verbs vs. Action Verbs

Stative verbs describe states, feelings, senses, or opinions and are not normally used in continuous forms. Action verbs describe physical or mental actions and can be used in continuous forms, which is important when describing both what people do online and how they feel while doing it.

Category	Example
Stative verbs (no continuous form): believe, want, seem, own, prefer, know	She believes that likes measure success. (NOT is believing)
Action verbs (can be continuous): buy, post, scroll, share, chase	She is scrolling through her feed right now.
Emotions/senses (usually stative): love, hate, like, see, hear, smell	He hates feeling pressured to post every day.

nezakr.natega4dk.net

Verbs with both a stative and an action meaning: think, have, feel, look	I think this is a good idea. (opinion) vs. I am thinking about buying it. (process)
Common mistake: continuous + stative verb	Incorrect: I am wanting new shoes. Correct: I want new shoes.



Grammar in Context

A Choose the correct form.

1. She **(believes/is believing)** that likes measure success.
2. Right now, he **(buys / is buying)** a hat online.
3. I **(think/am thinking)** social media advertisements are persuasive.
4. They **(are wanting/want)** to buy the new phone.

B Read the passage and find the mistakes, then correct them.

She is loving her new bag, but she is not knowing why she bought it. Right now, she is preferring to save her money instead of spending it on more clothes.



Speaking

Role Play: The Convincing Post

In pairs, role-play a short conversation:

Partner A	Partner B
plays an influencer trying to convince a friend to buy a trending product.	plays a doubtful friend who questions the real motivation behind the recommendation.

Use at least one stative verb to express an opinion

Useful phrases:

- I believe this product is really worth it because...
- I don't think you actually need this. Isn't it just about...
- I understand why you're doubtful, but...
- Swap roles and repeat with a different product.

nezakr.natega4dk.net

SECTION B : The Price We Don't Count

10.3 True Price of Fast Fashion

What a cheap T-shirt doesn't tell you

A bargain price tag rarely mentions the water, labor, and waste behind a garment. Fast fashion depends on that silence, keeping the true price of a T-shirt firmly out of view.



Inquiry Question:

- **What hidden costs are involved in producing a cheap T-shirt?**

Discussion in groups of four:

Explain

- How often do you or your family buy new clothes? What usually happens to old ones?

Analyze

- Why might a very low price be a warning sign rather than good news?

JRE

(Justify - Reason - Evidence)

To what extent should consumers be held responsible for the environmental and social impacts of fast fashion, and to what extent should this responsibility rest with companies? Justify your answer.

The True Price of Fast Fashion *

**(Source: Adapted from a textile industry and sustainability report)*

A T-shirt on a clearance rack for the price of a coffee looks like a bargain until the full production chain behind it is laid out. Growing cotton for a single shirt can require more than two and a half thousand liters of water, roughly the amount one person drinks for over two and a half years. That water is drawn overwhelmingly from regions that can least afford to lose it, often diverted from local farming communities toward large-scale textile production destined for export.

Labor costs, too, are compressed to make the final price possible. In many garment factories, workers are paid a fraction of a living wage for shifts that can stretch far beyond eight hours, particularly during periods of high demand created by seasonal trends and limited-time flash sales. Investigations into factory conditions have repeatedly found buildings without adequate safety measures, a risk that becomes tragically visible only when something goes wrong, and invisible again the moment headlines move on.

nezakr.natega4dk.net

The garment's short life compounds the damage. Fast fashion is designed to be worn only a handful of times before a new trend replaces it; industry data suggest the average item is discarded after just seven to ten wears. Because most modern clothing blends synthetic fibers with natural ones, it cannot easily be recycled, and an enormous volume ends up being incinerated or shipped to landfill sites in countries far from where it was originally purchased, a final, largely unseen destination for something that felt disposable at checkout.

Some brands now advertise "sustainable" or "conscious" collections, though critics point out that these lines often represent a small fraction of total production, allowing a company to appear responsible while its core business model remains unchanged, a practice increasingly referred to as greenwashing.

None of this means a consumer bears sole responsibility for an entire industry's practices. It does mean that a genuinely informed choice - whether that's buying less, buying secondhand, or simply keeping garments longer — requires seeing costs that the price tag was never designed to show.

Comprehension Check

A Answer the following questions.

Explain

- What does the writer mean by describing a factory safety risk as 'invisible again the moment headlines move on'?

.....

- What is 'greenwashing' according to the text?

.....

Analyze

- According to the text, how much water can be needed to grow the cotton for a single T-shirt? What does this suggest about the true cost of cheap clothing?

.....

JRE

(Justify - Reason - Evidence)

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

1. One view: The article shows that even a small, cheap purchase can carry a high hidden environmental cost: over two and a half thousand liters of water for one T-shirt.
2. The other view: The writer concedes that a consumer does not bear sole responsibility for an entire industry's practices.

nezakr.natega4dk.net

Evaluate

- Having read the article, do you still think shoppers bear part of the responsibility - for example, through buying less, choosing second hand or should the responsibility fall only on companies? Support your answer with evidence.

.....

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. Growing cotton for one T-shirt can require more than twenty-five hundred liters of water.		
2. Garment factory workers are always paid a full living wage, according to the text.		
3. The average fast fashion item is discarded after seven to ten wears.		
4. Most modern clothing can be easily recycled because it is made only from natural fibers.		
5. All sustainable clothing collections are checked by independent environmental organizations.		

NOTE: If you mark a statement NG (Not Given) 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.



Vocabulary

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

Words	Meanings
1. greenwashing **2.** textile **3.** incinerated **4.** secondhand **5.** disposable **6.** sustainable **7.** compressed	**a.** reduced or squeezed into a smaller amount, time, or space **b.** burned deliberately, often as a way of destroying waste **c.** the practice of making a product or company appear more environmentally friendly than it really is **d.** previously owned or used by someone else **e.** able to continue over time without causing lasting damage to the environment **f.** designed to be thrown away after use **g.** a type of cloth or woven fabric

nezakr.natega4dk.net

Grammar Focus

Quantifiers

We use quantifiers to describe amounts when we do not need – or do not have – an exact number ... but they do not give exact figures.

Structure / Form	Example
too much / too many (excessive amount)	Too many clothes are thrown away every year.
a large amount of / a great deal of (large, usually uncountable)	A large amount of water is used to grow cotton.
few / a few, little / a little (small amount)	Few garments are ever recycled properly.
plenty of / enough (sufficient)	There is more than enough fabric waste to fill landfill sites for decades.
the majority of / a fraction of (proportion)	Only a fraction of donated clothing is resold.

Grammar in Context

A **Fill in the gaps with the correct quantifier from the table above.**

Every year, more clothes are produced than the world actually needs. (1)..... people realize that a single T-shirt can require thousands of liters of water. Only (2)..... of donated clothing is ever resold in the country it was donated in; the rest is exported or destroyed. There is (3)..... evidence now to show that fast fashion's environmental cost is far higher than its price tag suggests.

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

There is too much water used to grow cotton, but too much people don't think about it. A large amounts of clothing ends up in landfill every year. Little of it is ever recycled properly, and a majority of brands still don't publish their true production numbers.

nezakr.natega4dk.net

Speaking

The Fast Fashion Trial

In groups of four, hold **a short mock trial** to decide who bears the most responsibility for fast fashion's impact. Each person takes one role and argues their case, using at least one quantifier.

Role	Position
Fashion Brand Executive	argues the brand simply supplies what customers demand
Factory Worker	argues conditions and wages are set by pressure from brands
Environmental Activist	argues the whole industry model needs to change
Everyday Shopper	argues individuals have limited power against a huge industry

Tip

A short mock trial: is an interactive role-play exercise where you simulate a courtroom trial.

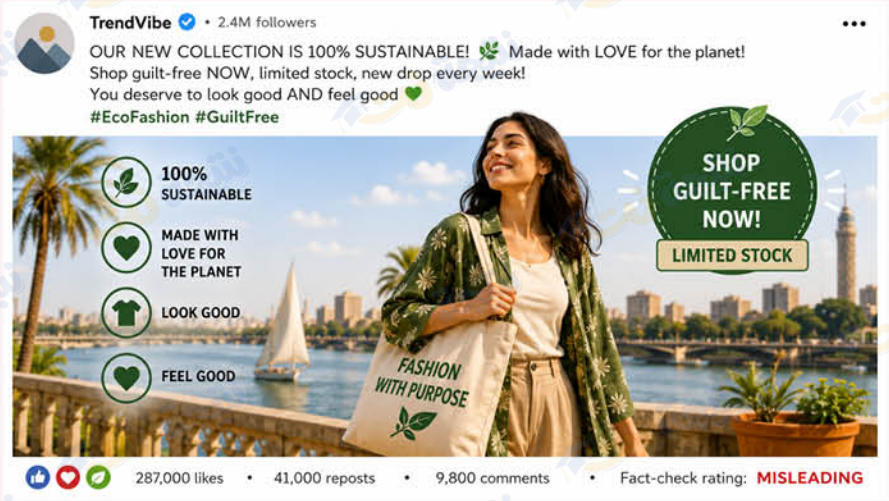
Useful phrases:

- A large amount of responsibility lies with...
- It isn't fair to blame only... because...
- In my view, real change would require...
- After hearing all four positions, vote as a class on who bears the greatest responsibility.

Writing in Action

Social Media Post for Analysis

- Read this post carefully. You will analyze its language and assess its reliability in the activities below.



nezakr.natega4dk.net

Feature	What to Look For	Example from the Post
emotional language	words designed to provoke excitement or comfort	LOVE / guilt-free / feel good
absolute language	claims with no qualification or evidence	100% SUSTAINABLE
urgency signals	language creating pressure to buy quickly	Shop NOW, limited stock, new drop every week
missing information	no details about materials, labor, or supply chain	No mention of factories, wages, or water use
contradiction	a claim that conflicts with the brand's own behavior	'Sustainable' alongside a new drop every week

Presentation Task



- Act as a young fact-checker for your school's media club page to help students who scroll daily spot greenwashing and unreliable sustainability claims.
- Evaluate ONE example of a viral post about 'sustainable' or 'eco-friendly' products, using the previous reliability table.
- Concede: Although some brands are making genuine improvements, many use vague language to appear responsible, then give your conclusion on how to check a sustainability claim before believing it.

nezakr.natega4dk.net

10.4 Rethinking What We Buy: A Community Response



What makes a community less wasteful?

Traditionally, reducing waste relies on individual willpower or large industrial policy. A growing number of grassroots movements now organize directly to repair, swap, and share, so that fewer things are thrown away in the first place.

Inquiry Questions:



1. **What is a 'circular economy'?**
2. **How can communities help each other consume less, without giving anything up?**

Discussion in groups of four:

Explain

- Have you ever fixed, swapped, or received something secondhand instead of buying a new one? What was your experience?

Evaluate

- Can small, local initiatives like repair cafés really make a difference to a global problem? Justify your view.

JRE

(Justify - Reason - Evidence)

How does the thread show that repairing something can build community connections, not just save an object from landfill? Justify with evidence from the posts.

Social Media Threads for Analysis*

The following is a curated thread from @FixItTogetherEG, a grassroots repair and swap network documenting community events in real time.

FixItTogetherEG. March 2026

@FixItTogetherEG – Grassroots repair network.

Thread 1/3

UPDATE: This Saturday's Repair Café in Maadi fixed 34 broken items, from toasters to backpacks that would otherwise have gone straight to landfill. All repairs were done for free by volunteer menders. #FixItTogether #CircularEconomy



9,400 likes 2,100 reposts

nezakr.natega4dk.net

FixItTogetherEG. March 2026

@FixItTogetherEG – Grassroots repair network.

Thread 2/3



@FixItTogetherEG – Thread (2/3) What began as two neighbors fixing a broken lamp in a garage has grown into a monthly event with over 60 volunteer menders across three neighborhoods. No item is guaranteed to be fixed, but every attempt is free, and visitors learn basic repair skills while they wait.

6,700 likes 1,450 reposts

FixItTogetherEG. March 2026

@FixItTogetherEG – Grassroots repair network.

Thread 3/3



@FixItTogetherEG – Thread (3/3) UPDATE: We're now partnering with two local schools to run repair workshops for students, so the next generation grows up assuming broken things get fixed, not replaced. If you have a skill to share, or something that needs mending, message us.

12,100 likes 3,600 reposts 740 comments

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Circular economy	an economic system aimed at reusing and repairing products rather than discarding them
Repair café	a community event where volunteers help people fix broken belongings for free

nezakr.natega4dk.net

Mindful consumption	making purchasing decisions based on awareness of their wider impact
Minimalism	a lifestyle focused on owning fewer, more intentionally chosen possessions
Swap event	a gathering where people exchange belongings instead of buying new ones



Listening

- **Listen to a mass media report about a mindful consumption initiative.**

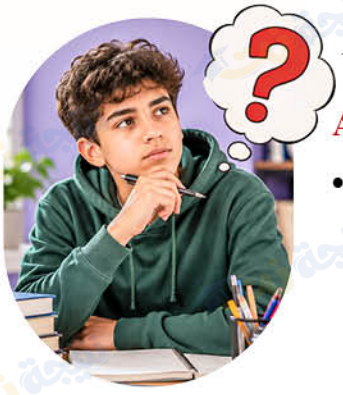
An original pedagogical listening text custom-authored by the national curriculum development team; informed by international research on mindful consumption, community sharing, waste reduction, and the circular economy.

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

Explain

- According to the audio, how did the 'buy nothing' swap movement spread? What does this suggest about how it differs from a formal organization?

.....



Analyze

- The speaker says the hardest part was 'convincing people that taking something for free... was allowed.' Why do you think people find receiving something for free suspicious? Use ideas from the audio.

.....

Evaluate

- Do you agree with what critics say about swap groups, according to the audio?

.....

JRE

(Justify - Reason - Evidence)

To what extent can informal, community-led movements genuinely reduce invisible consumption? Justify with evidence from the audio.

nezakr.natega4dk.net

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. The swap event happens every Sunday morning.		
2. Items at the swap are repaired before being given away.		
3. Organizers found it hardest to convince people to give things away.		
4. The group has over three thousand members.		
5. Critics believe swap groups alone can replace large-scale industrial change.		

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



Vocabulary

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

Words	Meanings
1. tons	**a.** not part of an official or formally organized system
2. informal	**b.** feeling doubtful or distrustful, expecting something to be wrong
3. catch	**c.** to judge the approximate value, number, or amount of something
4. industrial	**d.** relating to large-scale factory production
5. suspicious	**e.** large units of weight used to measure bulk amounts of material
6. estimate	**f.** a hidden disadvantage or problem in something that seems positive

nezakr.natega4dk.net

Speaking

Pitch Your Project

In groups of three, invent a new mindful consumption initiative for your school or neighborhood (for example, a repair café, a swap event, or a tool-sharing library). Prepare a one-minute pitch and present it to another group, who will ask ONE challenging question afterward.

Your pitch should include:

- What the initiative is, and what problem it solves.
- How it would work in practice.
- At least one sentence with quantifiers describing its potential impact.

Useful phrases:

- Our idea is to...
- If this ran every month, it would...
- Unlike existing options, this would...

Writing in Action

A Diary Entry

A diary entry is a personal piece of writing in which you describe an experience, your thoughts, and your feelings. It is usually written in the first person, using pronouns such as I, me, my, and we.

A diary entry is normally written after an important, surprising, or emotional experience. The writer explains what happened and reflects on how the experience affected them.

Suggested Structure

Paragraph 1: Introduce the experience

Paragraph 2: Describe what happened

Paragraph 3: Express your feelings and reflection

nezakr.natega4dk.net

Writing Task: Diary Entry



Imagine that you donated an item that was special to you at a "Buy Nothing" community swap. A few days later, you saw another family using and enjoying it.

Write a diary entry of about (150 – 180) words describing:

- what the item was and why it was special;
- why you decided to donate it;
- how the experience made you feel;
- what you learned from the experience.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Rubric

Before submitting your diary entry, make sure that you:

1. wrote in the first person; ☐
2. described events in a clear order; ☐
3. included personal thoughts and emotions; ☐
4. explained what you learned; ☐
5. wrote between 150 and 180 words; ☐
6. checked spelling, punctuation, and grammar. ☐

nezakr.natega4dk.net

10.5 Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words.**

Choose ONE of the following:

A. Online shopping does more harm than good once its hidden costs are considered. To what extent do you agree?

B. Social media has made people more conscious consumers, not less. Discuss.

C. Individuals, not companies, bear the greater responsibility for reducing invisible consumption. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of ..... is widely discussed today, particularly in the context of everyday consumption habits.
- This essay examines multiple perspectives using ..... evidence from ..... .
- On the one hand, ... On the other hand, ...
- Although ....., it is also true that ..... This suggests that ..... .
- If ....., then ..... .
- In contrast, it has been argued that ..... . However, ...
- Overall, it can be argued that ..... because ..... . Only when ..... will ..... .

Reflection Questions :

1. How have your views about the hidden costs of everyday consumption 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 surprising, and why was it effective?

4. How did your own shopping and social media habits influence the way you interpreted the texts?

5. What new questions do you now have about how you, or your community, could consume more mindfully?

nezakr.natega4dk.net



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 text types in this unit.			
	identify tone, evaluative language, and greenwashing in media texts.			
Listening	analyze how social media validation drives buying behavior			
Grammar	differentiate between stative verbs and action verbs accurately.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
	take part in role-plays, debates, and pitches with clear, structured arguments.			
Writing	- write a diary entry reflecting on a personal experience. - write a problem-solution paragraph			

One skill I want to work on:

.....

.....

.....

One thing I am proud of in this unit:

.....

.....

.....

nezakr.natega4dk.net

Consolidation Review E

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

1. A sense of belonging often develops gradually through small, repeated moments of welcome and support.

What does **"gradually"** mean in this context?

a. Completely and permanently
b. Suddenly and without warning
c. Secretly and without permission
d. Slowly over a period of time

2. A supportive growth relationship can be transformative because it changes the way a person sees their own abilities.

What does **"transformative"** mean in this context?

a. Requiring very little effort
b. Causing an important positive change
c. Remaining exactly the same
d. Being difficult to recognize

3. Quiet exclusion can leave a student physically present but socially invisible.

Which word is the opposite in meaning to **"invisible"** in this context?

a. isolated
b. ignored
c. recognized
d. excluded

4. "When the old minibus climbed the hill, black exhaust came from its engine. The mechanic said its **emission** level was far too high." Which situation best reflects the meaning of "**emission**"?

a. A workshop stores its used oil in sealed containers for safe collection.
b. A brick factory releases thick smoke and gases throughout the day.
c. A busy market produces loud noise as sellers call to passing customers.
d. A restaurant sends dirty washing water through a drain behind the building.

5. Validation-driven buying is shaped by the reaction a person expects from an online audience.

What does **"validation-driven"** mean in this context?

a. Based only on the practical usefulness of an item
b. Controlled by formal environmental regulations
c. Motivated by the desire for approval or recognition
d. Caused by a lack of available products

nezakr.natega4dk.net

6. A person of the same age or social status as another is called a ..... .

a. consumer b. mentor c. peer d. organizer

7. Direct support exchanged among members of a community is known as ..... .

a. mass production b. greenwashing c. loss aversion d. mutual aid

8. Misleading claims that make a company appear more environmentally responsible are called ..... .

a. solidarity b. outreach c. greenwashing d. upcycling

9. Before submitting her application, Lina ..... by her mentor.

a. had it checked b. had checked it c. was checked it d. had it checking

10. The Buddy Bench was ..... simple that several schools copied the idea.

a. such b. so c. too d. enough

11. Nour ..... the advert is misleading, but she ..... whether to report it or not.

a. is believing / is considering b. is believing / considers

c. believes / considers now d. believes / is considering

12. A large ..... of water may be used to produce a single cotton T-shirt.

a. amount b. number c. few d. many

13. What should a personal narrative mainly include?

a. A real experience, the people involved and how it changed the writer.

b. Instructions for completing a scientific experiment.

c. Several unrelated viewpoints with no conclusion.

d. A list of statistics without any personal reflection.

14. When analyzing a social media post, a reader should look for ..... .

a. only the number of likes and comments

b. emotional language, missing evidence and misleading claims

c. the writer's handwriting and spelling style

d. a formal greeting and closing sentence

15. A problem-solution paragraph should clearly state the problem and ..... .

a. propose and justify a realistic solution

b. describe several characters in a story

c. avoid explaining why the issue matters

d. present only the advantages of the problem

nezakr.natega4dk.net

16. A discursive essay should ..... .

a. use only informal expressions and personal jokes

b. present one opinion without evidence or acknowledgement of other views

c. consider different perspectives before presenting a balanced conclusion

d. begin with a greeting and end with a signature

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

1. a. The school had the counseling room redesigned last year.

b. The school had redesigned the counseling room by someone last year.

c. The school had the counseling room redesign last year.

d. The school had the counseling room to be redesigned last year.

2. a. It was a so simple idea that other schools copied it.

b. It was so a simple idea that other schools copied it.

c. It was such simple idea that other schools copied it.

d. It was such a simple idea that other schools copied it.

3. a. I am thinking the ad is misleading, but I think about how to respond now.

b. I think the ad is misleading, but I am thinking about how to respond.

c. I think the ad is misleading, but I thinking about how to respond.

d. I am think the ad is misleading, but I am thinking about how to respond.

4. a. Only much returned clothes are resold.

b. Only a little returned clothes are resold.

c. Only a fraction of returned clothes are resold.

d. Only an amount of returned clothes are resold.

5. a. If companies provide clearer information, consumers would made more informed choices.

b. If companies will provide clearer information, consumers make more informed choices.

c. If companies provided clearer information, consumers will make more informed choices.

d. If companies provide clearer information, consumers will make more informed choices.

nezakr.nateqa4dk.net

3 **Read the text, then answer the questions.**

The Corner That Changed More Than Clothes

At a secondary school in Alexandria, the "Share Corner" began with one shelf outside the library. Students could leave clean uniforms, books and sports equipment that they no longer needed, and anyone could take an item without paying or exchanging something in return. The idea was suggested after a group noticed that usable belongings were being thrown away while some classmates quietly struggled to replace lost or damaged items. At first, the organizers expected the shelf to solve a small practical problem. They did not expect it to change how students related to one another.

The project addressed more than visible waste. Every new item carries hidden costs: raw materials, factory labor, packaging, transport and emissions. Reusing a school bag does not remove all these problems, but it can reduce the demand for another purchase. To avoid making exaggerated claims, the organizers recorded the number and type of items exchanged each month. They explained that a school project could make a measurable difference while still being too small to replace wider action by companies and governments.

The strongest effect appeared in the atmosphere around the shelf. Visitors did not have to explain why they needed something, and volunteers were trained to offer help without asking personal questions. This **low-pressure** approach reduced embarrassment. It also gave new students a natural reason to speak to others. Mariam, who had felt almost invisible during her first weeks at school, began by arranging books for ten minutes after class. Within a term, she was greeting visitors, training younger volunteers and describing the project during assembly.

Success also brought problems. A social media account falsely announced that the school was giving away brand-new phones, and a crowd arrived expecting expensive products. Some donated items were damaged or unsuitable, while photographs posted without context made the Share Corner appear disorganised. The team responded by correcting the misleading post, setting clear quality rules and verifying every photograph and claim before publication. These steps protected trust and taught students that community projects need accurate communication as much as enthusiasm.

Mariam's teacher became an important mentor during this period. She offered encouragement but did not give empty praise. When Mariam's first presentation was unclear, the teacher helped her identify the problem and asked her to revise it. Mariam then had the posters redesigned and the donation boxes labeled more clearly. Being allowed to make mistakes, receive honest feedback and try again made

nezakr.natega4dk.net

her more resilient. The relationship showed that support is transformative when it combines kindness with consistency and responsibility.

After one year, more than 1,800 items had changed hands, but the organizers considered another result equally important: students who once felt unseen now had a role in a shared effort. The Share Corner did not end overconsumption, and it could not solve every case of financial need or social exclusion. Nevertheless, it demonstrated how mutual aid, reliable information and conscious consumption can reinforce one another. Caring for usable objects became a practical way of caring for people, and the school community became stronger as a result.

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

1. The main idea of the text is that the Share Corner ..... .

a. replaced the need for wider action by companies, schools and governments

b. succeeded mainly because it distributed expensive new technology to students

c. reduced waste and strengthened belonging through a carefully organised community project

d. focused only on collecting statistics about uniforms and school equipment

2. The expression "**low-pressure**" in paragraph 3 is closest in meaning to ..... .

a. requiring immediate action from every student

b. not causing stress, embarrassment or a feeling of being forced

c. controlled by strict financial rules

d. hidden from teachers and school leaders

3. The writer mainly aims to ..... .

a. evaluate both the value and the limits of a community reuse initiative

b. persuade every school to stop buying all new materials immediately

c. prove that social media is always harmful to community projects

d. criticise students who prefer new products to second-hand ones

4. Choose an appropriate heading for paragraph 4.

a. Protecting Trust Through Clear Communication

b. The End of the Share Corner

c. Why Expensive Products Matter Most

d. A Project Without Any Challenges

B. Find evidence from the text.

5. Find a sentence in paragraph 3 that shows students could receive support without feeling ashamed.

.....

.....

nezakr.natega4dk.net

C. Answer the following questions.

6. In what way was Mariam's relationship with her teacher a growth relationship? Give an explanation for your answer from the text.

.....

.....

7. How does the final paragraph connect belonging with conscious consumption? Analyze your answer and give evidence from the text.

.....

.....

8. To what extent do you agree that these three elements are equally important for the project's success? Justify your answer from the text.

.....

.....

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Belonging can develop through small, repeated and sometimes unplanned moments of welcome.

- Belonging requires large, formal events and scheduled community gatherings to take root.

True	
False	
Justification	

2. Growth relationships combine genuine encouragement, consistency and opportunities to learn from mistakes.

- Empty praise is one of the main features of an effective growth relationship.

True	
False	
Justification	

3. Validation-driven buying is influenced by the approval or reaction a buyer expects from an audience.

- A validation-driven purchase is shaped only by the product's practical usefulness.

True	
False	
Justification	

nezakr.natega4dk.net

5 Read the message, then answer the questions.

Message for a community planting day in Fayoum: Volunteers will plant native trees beside public walking routes and teach families how to care for them. Throwing rubbish around new plants can damage roots and lead to poor growth. Please bring a refillable water bottle and use the marked bins. If the weather becomes too hot, the organisers will move activities to the shaded area and provide drinking water.

1. Identify two actions that visitors are asked to take. Explain how one action protects the planting area.

.....

.....

.....

2. A visitor wants to leave a plastic bottle beside a newly planted tree. What responsible advice should a volunteer give? Support your answer with the message.

.....

.....

.....

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

1. The Buddy Bench encouraged greater ..... **(include)** among students who felt left out.

2. The organizers checked every claim to improve the ..... **(rely)** of the campaign.

3. Responsible ..... **(consume)** can reduce waste and unnecessary purchases.

7 Complete the following text with the appropriate structure.

Last month, Salma (1) ..... **(have)** her volunteer badge printed by the school office. The project was (2) ..... **(such)** welcoming that she soon felt part of the team. She (3) ..... **(believe)** that reuse can reduce waste, and she (4) ..... **(plan)** a swap event at the moment. If more students take part, the school (5) ..... **(reduce)** the number of usable items thrown away.

nezakr.natega4dk.net

8 Give words or phrases from the text that could meaningfully replace the words in the box below.

At first, a new student may feel unseen and begin to withdraw from group activities. A genuine connection can crack open a door to belonging by showing that someone has been noticed and valued. What first seems like an afterthought - a short conversation or simple invitation - can become the beginning of a stronger relationship.

No.	Meaning	Word or Phrase from the text
1.	Not noticed or acknowledged by others	.....
2.	Stop taking part or pull back	.....
3.	A sincere and meaningful relationship	.....
4.	Make a new opportunity or connection possible	.....
5.	Feeling accepted, noticed, and valued as part of a group	.....

9 Renewable Energy vs. Fossil Fuels Context:

Renewable energy, such as solar, wind, and hydropower, is expanding around the world. Many countries are using it to reduce pollution and depend less on fossil fuels like oil, coal, and gas. Write an argumentative paragraph of 150–180 words about whether renewable energy offers more advantages than fossil fuels. In your paragraph, you should:

- state your opinion clearly;
- explain the benefits of renewable energy;
- compare renewable energy with fossil fuels;
- give examples and evidence to support your opinion;
- conclude with advice about using cleaner sources of energy.

.....

.....

.....

.....

.....

.....

.....

.....

.....

nezakr.natega4dk.net

nezakr.natega4dk.net

Authors

The Content Department Team

At GPS Publishing and Printing Company

Reviewers

Prof. Zeinab El-Naggar

Prof. Attia El-Sayed
Prof. Eman Abdelhak
Prof. Amira Khater
Mr. Reda Shalby
Mr. Mostafa Zaghloul
Mr. Mohamed Gomaa
Dr. Ghada Elsayed Mohammed
Ms. Eman Mahmoud Youssef
Mr. Ayman El-Sayed

General Supervision

Dr. Gebriel Anwer Hemeida

Head of the Central Administration for Curriculum Development

nezakr.natega4dk.net



nezakr.natega4dk.net