

Learning Unit Two:

Staying Safe Online

Listening and Viewing:

- Interpret unfamiliar vocabulary and idiomatic expressions in extended spoken texts about online safety and social media risks using contextual, linguistic, and cultural clues.
- Synthesise key information, main ideas, and supporting details from spoken texts on digital security, social media, and survival online.
- Analyse speakers' viewpoints, attitudes, and intentions in spoken texts on cyber-safety and responsible online behaviour using contextual and linguistic cues.

Speaking and Representing:

- Employ grade-level vocabulary and grammatical structures to interact effectively in spoken contexts about staying safe online and using technology responsibly.
- Present information and findings with supporting evidence clearly in spoken contexts related to digital risks, social media, and AI use.
- Respond to complex questions in discussions and presentations with clarity and relevance on topics of online safety, advice, and problem-solving in digital life.

Reading and Viewing:

- Analyse written texts by applying reading strategies (skimming, scanning, close reading) to evaluate the writer's purpose, attitude, main ideas, explicit and implicit details, negative factual information, and the meaning and reference of key vocabulary in texts about online scams, social media safety, and AI chatbots.
- Use target vocabulary accurately in both spoken and written communication about cyber-safety and technology use.

Writing and Representing:

- Recognise the features and structures of various text types (e.g., expository) in reports and articles on online risks and safety tips.
- Implement all stages of the writing process to plan, draft, revise, and edit two-paragraph expository reports about staying safe online, using prior knowledge, peer collaboration, and diverse print and digital sources.
- Compose coherent and cohesive paragraphs with clear awareness of task, audience, and purpose on topics related to online safety and responsible digital behaviour.

Learning Unit 2

Lesson One: Reading

Narrative



I can:

- **analyse** both implicit and explicit details from a narrative text about online risks.
- **use** contextual clues to infer meaning of unfamiliar vocabulary in a text about online risks.
- **Vocabulary:** casually, claim, reject, fake, uneasy, access, update, install, phishing, scam, seriously, security, cautious

Online Risks: The Story of a Digital Scam

Before You Read

1

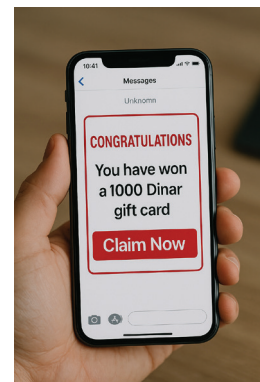


Read the message on the phone screen, then discuss the questions with a partner.

- Would you trust this message? Why or why not?
No, I wouldn't trust it because it is fake message.
- What makes you think this message is fake?
They want money first or sometimes they ask for your bank information.
- Why do people sometimes believe such messages?
lack of awareness



Read the passage and do the tasks that follow.



Last Friday, Ahmed was **casually** scrolling through his phone when he received an unexpected message. It **claimed** he had won a brand-new smartphone and asked him to click on a link to get his prize. The message looked real and even used the logo of a well-known company. Ahmed looked at the message and thought to himself, "If people receive a similar message, they will feel curious enough to open it, just like I did." The link took him to a website that appeared real. It requested his name, email, and password. Ahmed quickly entered his details and continued with his day, feeling certain everything was fine.

That evening, when he attempted to log in to his social media account, his password was **rejected**. He tried several times, but the screen continued to show "Incorrect password." At that moment, Ahmed realised that the link he had trusted earlier was **fake**. He began to feel **uneasy**. Later, when he understood what had happened, Ahmed thought, "If someone got **access** to your personal accounts, they would misuse your information."

Ahmed started acting immediately. He **updated** all his passwords, **installed** antivirus software, and reported the problem to the company's IT department. They told him that the link was part of a **phishing scam** designed to trick students across the school.

Since then, Ahmed has taken his online safety more **seriously**. He no longer clicks on strange links, regularly checks website **security**, and stays **cautious** when sharing personal information. As a result of this experience, he thought, "If people think before they act online, they will reduce the risk of being attacked."

Learning Unit 2

Lesson One: Reading

2 Which statement best describes the main idea of the story?

- A student forgets his phone at school.
- A teenager wins an online prize.
- A boy clicks on a fake link and learns a valuable lesson.
- A student works on a school project about digital technology.

3 Find words in the passage that mean:

- worried** **uneasy** (paragraph 2)
- renew** **update** (paragraph 3)
- safety** **security** (paragraph 4)

4 Choose one emoji that shows how Ahmed feels in each part of the event, then explain your choice.

Story	Emoji	Why
Ahmed receives a message claiming he has won a new mobile phone.	😊 / 😬 / ?	He was happy because he will win new smartphone
His password stops working.	😬 / 😎 / 😊	He felt uneasy because the website was fake
He reports the scam to the IT department	😡 / 😞 / 👍	He took online safety more seriously and act well.

5 a. Cyber Safety Detective – What Did Ahmed Do?

- Scan Ahmed's story. Fill in the table below with Ahmed's actions in order.
- Decide if each action is **SAFE** or **UNSAFE** for cyber safety.
- Explain your answer by giving clues from the story.



Ahmed's Actions	Safe / Unsafe	Why? (Clues from the story)
1. Ahmed opened the message from an unknown sender.	Unsafe	The message was unexpected and from an unknown source.
2. He entered his name, email, and password on the fake website.	unsafe	he didn't know it was fake website
3. He discovered he could not log in to his social media account.	unsafe	someone will misuse your information.
4. He changed all his passwords and installed antivirus software.	safe	to restore his passwords
5. He reported the problem to the company's IT department.	safe	to tell him what to do

- b. What did you learn from Ahmed's story?
- not to share my personal information with anyone.
 - not to trust everything online.

Learning Unit 2

Lesson Two: Grammar

- I can use first and second conditional sentences correctly to describe real and hypothetical situations in both written and spoken contexts.

Grammar: Conditionals: First & Second

- 1  Read Ahmed's story again. Underline all the sentences that use "if".

Example:

If people receive a similar message, they will feel curious to open it.

- 2  Match each sentence to its function.

Sentences		Functions
1. If people think before they act online, they will reduce the risk of being attacked.		A. Real / possible situation; advice or prediction (First Conditional)
2. If someone got access to your personal accounts, they would misuse your account information.		B. Imaginary / untrue situation, advice (Second Conditional)
3. If I were you, I wouldn't click on the link.		

Form:

Type 1: If + present simple → will + bare infinitive

Type 2: If + past simple → would + bare infinitive

- 3  Correct the verb between brackets.

1. If Ahmed **clicks** on the link, he will get (get) a fake message.
2. If the website was (be) real, people **would trust** it.
3. If I **were** Ahmed, I would tell (tell) the IT department immediately.

- 4  Look at the pictures. Ask and answer questions using the first and second conditionals.

What will happen if he...?

What would you do if you were him?

Example:

What will happen if he eats too much fast food?

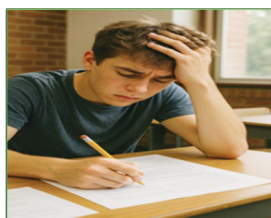
If he **eats** too much fast food, he **will have** health problems.

What would you do if you were him?

If I **were** him, I **would eat** more vegetables.



eats fast food



doesn't sleep

If he doesn't sleep, he will get tired.



misses the bus

if he misses the bus, he won't go to school.



has a cold

if he had a cold, he wouldn't go to school.

I can:

- **determine** implicit and explicit details from a spoken text about online safety.
- **infer** the tone and attitude of speakers in spoken interactions using evidence from the spoken text.

Learning Unit 2

Lesson Three: Listening

Staying Safe on Social Media



1



Before You Listen

Discuss the following questions.

- Do you use social media every day? *Yes, I do.*
- What do you and your friends usually post online? *Photos and videos of trips, food, or special moments*

2



Listen to the conversation between Ali and Ahmed, then choose the best answer.

1. The conversation was mainly about:

- taking photos with friends and family members.
- the dangers of posting personal information online.
- the best ways to make new friends on social media.
- creating a popular social media account.

2. According to the conversation, it is risky to share your travel plans online because:

- your friends may visit you.
- strangers could travel with you.
- this can lead to problems such as bullying.
- someone might break into your house.

3. The tone of the speakers could be described as:

- friendly
- worried
- excited
- relaxed

3



Listen again to answer the questions.

a. He posted picture of his new house and his new phone number.

- What information did Sami share online that could cause problems?
- How could someone use Sami's information to cause problems?

4



Help Sami design a safe social media profile.

- Decide what information is suitable to share and what should be private.
- Present your profile to the class.

Remember:

Tone is the attitude of the speaker. We can identify it by listening carefully to the speaker's word choice.

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.....

.....

.....

.....

Learning Unit 2

Lesson Four: Speaking

I can:

- **give** clear and practical advice on online safety problems using conditional sentences in spoken contexts.
- **analyse** everyday problems related to digital safety using accurate language in discussions.
- **Linkers Bank**: however, although, despite

From Problems to Solutions



1 Think, Pair, Share

Think about a time when you or someone you know faced a problem, either online or in real life.

Answer the questions below.

a. My friend forgot his email password and could not log in to his account.

a. What was the problem?

b. What happened?

b. He tried many times, but the system kept rejecting his password. He was worried that he might lose the account.

c. What did you or the other person do to solve the problem?

c. He clicked on "Forgot Password," reset it using his phone number, and then created a stronger password.



2 Read Ali's problem and do the tasks below.

Ali connected to a free Wi-Fi network at the airport. Later, he received a warning that someone tried to log into his account.



Role Play. What advice would you give him?

Avoid using public Wi-Fi

a. Work with a partner. One of you is Ali, and the other is the school's IT teacher.

Ali: Explain what happened

IT Teacher: Ask questions and give advice to Ali.

b. Now switch roles and repeat with the same problem.

Useful Language

- Can you tell me more about what happened?
- Did you see any warning messages?
- If I were you, I would...
- If you..., you will/should...
- Why don't you...?
- One possible solution is...
- Maybe we could...
- I think the best idea is to...



3 Speaking: The Advice Talk Show

1. Work in groups of four. Choose roles:

- **Host - Caller** (has a problem) - **Two Experts** (give advice)

2. The **Caller** explains a common teenage problem (e.g., **exam stress, losing something important, struggling with homework, receiving strange online messages**). Use however, although, or despite.

3. The **Host** asks questions to understand the problem clearly.

4. The **Experts** offer advice to solve the problem, using three different phrases from the **Useful Language** box.

5. Rotate roles and repeat.



4 Let's Reflect.

learned that giving advice should be helpful, kind, and clear

• What did you learn about giving and receiving advice?

• Why is it helpful to discuss problems openly with others?

because they can give us new ideas, support, and advice.



Learning Unit 2

Lesson Five: Reading

Expository

I can:

- **analyse** explicit and implicit ideas and key details clearly from a written text about AI chatbots and their capabilities.
- **evaluate** the importance of AI in my daily life using text-related evidence in written responses.
- **Vocabulary:** genuinely, replace, software, manner, assist, provide, efficient, customer, accurate, complex, increasingly

Humans vs. Machines: The World of AI Chatbots

1



Before You Read

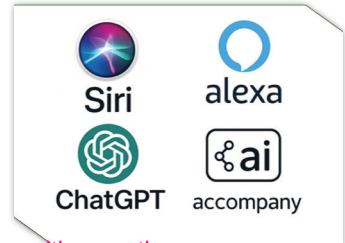
Discuss the following questions.

- Do you use AI chatbots? **yes I do.**
- Can machines understand feelings like humans? **no**
- What tasks do you think only a human can do?

Some tasks only humans can do, such as showing real emotions and caring for others with empathy.



Read the passage, then do the tasks that follow.



Today, many people talk to machines. We use AI chatbots to answer questions, play music, or give us directions. When we buy things online, we often talk to a chatbot. Some people even **genuinely** communicate with AI chatbots as if they were real people. But can machines really **replace** human conversations?

AI chatbots are **software** programmes designed to understand what you say and reply in a simple, clear **manner**. They can **assist** with writing tasks, help with language learning, or **provide** quick answers to questions. Many companies rely on chatbots. They believe chatbots are **efficient** and work 24/7.

In schools, AI can help students learn new words or practise writing. At work, chatbots can respond to **customer** questions or help with simple jobs. In daily life, you can use a chatbot to make a shopping list, check the weather, or plan your day.

However, there are certain problems. AI is not always **accurate** and can sometimes give incorrect information. It cannot fully understand feelings or **complex** situations. For example, if someone shares a personal problem, the chatbot might not know how to help.

In addition, if you **increasingly** use AI, you may stop asking for help from real people. It is important to talk to teachers, doctors, and friends when you need real help because they can understand your feelings and give personal advice. A chatbot is only a tool.

Learning Unit 2

Lesson Five: Reading

2



Think, Pair, Share

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

1. What is the main idea of the passage?

- a. AI chatbots can play music and answer questions.
- b. AI chatbots are helpful but cannot replace real human help.
- c. Many companies use AI chatbots to save money.
- d. AI chatbots can always understand people's feelings.

2. The underlined word "They" in the 2nd paragraph refers to:

- a. answers
- b. many companies
- c. questions
- d. software programmes

3. The underlined word "respond" in the 3rd paragraph means:

- a. answer
- b. contain
- c. highlight
- d. reject

4. The opposite of the underlined word "complex" in the 4th paragraph is:

- a. expensive
- b. simple
- c. curious
- d. cheap



3



Answer the questions below.

1. List three things chatbots can do at work or at school.

2. What could happen if people overuse AI?

3. Why is it important to still talk to real people like teachers or doctors?

4



AI in My Life – Writing Task.

Write a four-sentence paragraph explaining how your daily life is different with AI and without it. What has changed?

Example:

With AI, I can use chatbots to help me with my homework and answer questions quickly.

Use words from the vocabulary box



My daily life with AI is easier because I can get quick answers to questions and finish schoolwork faster. AI helps me write, check grammar, and even translate when I need support. Without AI, I would spend much more time searching for information or asking others for help. Life has changed because AI saves time

Sentence Starters

- With AI, I can...
- AI helps me to...
- Without AI, I have to...
- Because of AI, my life is...

I can:

- **apply** defining relative clauses (who, which, that, where, when) in spoken and written sentences correctly to describe real-life contexts.

Learning Unit 2

Lesson Six: Grammar

Grammar: Defining Relative Clauses: who, which, that, when, where

Think, Pair, Share



1

a. Read each sentence.

b. Circle the relative pronoun (who, which, where, when, or that).

c. Say what the relative pronoun refers to. Is it a person, a place, a thing, or a time?

1. Ahmed clicked on a link that looked real. *refers to link*

2. The person who sent the message was a scammer. *refers to person*

3. The school is the place where the IT teacher works. *refers to school*

4. Friday was the day when he lost access to his account. *refers to Friday*

who,
which,
that
when
where?

d. Discuss with a partner.

1. What information does the underlined part add? (necessary / unnecessary)

2. Can the sentence be clear without the underlined part? Why or why not?

Grammar Box

We use **relative clauses** to give **essential information** about **a person, a place, a thing, or a time**.

Reference	Relative Pronoun	Example
person	who, that	The person who called is my friend.
thing	which, that	This is the book that I like.
place	where	That's the café where we meet.
time	when	I remember the day when we met.



2

Complete the sentences with the correct relative pronouns (who, which, where, or when).

1. The teacher who helps us is very friendly.

2. This is the app that helps me study English.

3. That's the library where we study for our exams.

4. 2023 was the year when AI tools became popular.



3

Take turns describing a person, a place, or a thing you know, using different relative pronouns: who, which, that, or where.

Examples: I have a friend who plays the guitar.

He has a cat that likes to run.

The library where we study is always quiet.

Learning Unit 2

Lesson Seven: Writing

I can:

- **analyse** the structure and features of a well-organised expository report.
- **compose** a coherent two-paragraph expository report offering advice on online safety.

How to Stay Safe Online

1



Read & notice.

Read the model expository paragraph below and answer the questions that follow.

How to Stay Healthy During Exams

Paragraph 1

Exams can be a very stressful time for many students. Because of this, some students stay up too late and do not get enough sleep. In addition, others eat too much junk food and do not take breaks while studying. These habits can make students feel tired and lose focus. When students do not take care of their health, it becomes harder to study well and remember important information.

Paragraph 2

There are many easy ways to stay healthy during exams. First, students should try to sleep at least seven hours a night. Next, it is better to eat healthy food such as fruits, vegetables, and whole grains. Drinking enough water is also important to stay focused. Finally, taking short breaks and doing light exercise like walking can help the brain work better. These habits will help students feel better and do their best in exams.

1. What is **Paragraph 1** mainly about?

Paragraph 1 is mainly about how unhealthy habits during exam time

2. What is the main idea of **Paragraph 2** ?

The main idea of Paragraph 2 is how students can stay healthy during exams

3. What does a topic sentence do in a paragraph? What does it tell the reader?

A topic sentence tells the reader the main idea of the paragraph

4. Why are linking words important? Give 2 examples of **linking words** from the passage.

because they connect ideas, show the relationship between sentences, and make the text easier to read and understand

examples: Next /Finally

5. What is the purpose of the last sentence in **Paragraph 2**?

gives summary

2



Complete the following sentences.

1. **Paragraph 1 – Topic Sentence**

Original: Exams can be a very stressful time for many students.

Write a different topic sentence.

"Many students face challenges during exam time that affect their health and focus."

2. **Paragraph 2 – Concluding Sentence**

Original: These habits will help students feel better and do their best in exams.

Write a different concluding sentence.

By following these healthy habits, students can stay strong, focused, and ready for their exams.

Learning Unit 2

Lesson Seven: Writing

- 3  Apply what you learned from the model text in Task 1. Use its structure, style and ideas as a framework to complete the new writing task with your own ideas.

- a. Fill in the boxes below with some online risks and tips to stay safe online.

Online risks
-open fake messages or websites
-sharing personal information.
like location- bank account-passwords

Tips to stay safe online
Use strong passwords.
Don't share personal information like your address,
phone number, or passwords.
Be careful with links from unknown sources
Keep antivirus updated

-  'Being online is helpful, but it can also be risky.'

- b. Plan and write a two-paragraph report explaining common online risks and giving useful safety tips to help people protect their information and stay safe online.

Paragraph 1: (Online risks)

Topic sentence:

The internet is a useful tool, but it comes with several risks.

Supporting details:

There are fake messages or websites that try to steal personal information

Other risks are viruses that damage devices and share your private information.

Concluding sentence:

Being aware of these online risks is the first step to protecting yourself

Paragraph 2: (Tips to stay safe online)

Topic sentence:

To stay safe online, you have to follow these tips.

Supporting details:

it is important to use strong passwords.

People should avoid sharing personal information

you must be careful when clicking on links or emails from unknown sources.

Concluding sentence:

By following these safety tips, people can protect their information and enjoy the internet safely

-  c. Use the ideas in your plan to write the topic in your notebook.

Self-Assessment Checklist:

- ☐ I wrote about at least two online risks.
- ☐ I gave useful tips to stay safe online.
- ☐ My report has two clear paragraphs.
- ☐ I started each paragraph with a topic sentence.
- ☐ I used linking words (like first, next, finally).
- ☐ I wrote a concluding sentence for each paragraph.
- ☐ I checked my spelling and grammar.
- ☐ I used AI tools to proofread my writing.

ATTENTION

Use AI wisely and responsibly.

