

Learning Unit

2



STAYING SAFE ONLINE

صِفْوَةُ مَعَالِي الْكُوَيْتِ

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

a. Would you trust this message? Why or why not?

1



➡ No, I wouldn't trust it because it looks suspicious and asks for personal information.

b. What makes you think this message is fake?

➡ It promises a big prize and asks me to click a link, which is a common trick used in scams.

c. Why do people sometimes believe such messages?

➡ Because the messages look real and make people excited or curious about winning something.

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 showed "Incorrect password" message. He trusted easily and didn't think about what had happened. He lost his accounts.

Ahmed installed an antivirus software. They told him to be careful across the internet.

Since then, he never clicks on suspicious links when sharing information with people this way.

Word	Meaning in Arabic	Example
Casually	بشكل غير رسمي / بعفوية	Ahmed was casually scrolling through his phone.
Claim	يدّعي	The message claimed he had won a prize.
Reject	يرفض / يردّ	His password was rejected.
Fake	مزيف / غير حقيقي	The message was fake.
Uneasy	غير مرتاح / قلق	He felt uneasy after realizing the scam.
Access	وصول / دخول	Someone got access to his account.
Update	يحدّث / يجدد	He updated all his passwords.
Install	يثبّت / ينزّل	He installed antivirus software.
Phishing	احتيال إلكتروني	The email was part of a phishing scam.
Scam	خدعة / احتيال	The story is about a digital scam.
Seriously	بجدية	He took online safety more seriously.
Security	أمان / حماية	He checks website security.
Cautious	حذر	He stays cautious when sharing information.



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:

1. **worried**

2. **renew**

3. **safety**

Word meaning	Answer	Paragraph	Arabic meaning
1. worried	uneasy	paragraph 2	قلق
2. renew	update	paragraph 3	يحدث / يجدد
3. safety	security	paragraph 4	الأمان / الحماية

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 feels happy and excited because he thinks he won a prize.
His password stops working.	😞 / 😏 / 😊	He feels worried and uneasy when he realizes something is wrong.
He reports the scam to the IT department	😡 / 😠 / 👍	He feels relieved and proud because he took the right action.

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 clicked on the link in the message.	Unsafe	The link took him to a fake website that stole his information.
3. He entered his name, email, and password.	Unsafe	He gave away personal details to scammers.
4. He changed (updated) all his passwords and installed antivirus software.	Safe	He protected his accounts and device from future attacks.
5. He reported the problem to the IT department.	Safe	He informed professionals so they could prevent more scams.

b. What did you learn from Ahmed's story?

I learned that we should never trust messages from unknown sources or click on strange links. We must be careful and think before sharing our personal information 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".**
- If someone got access to your personal accounts, they would misuse your information.
 - If people think before they act online, they will reduce the risk of being attacked.
 - If people receive a criminal message, they will feel nervous 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	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	B. Imaginary / untrue situation, advice (Second Conditional)
3. If I were you, I wouldn't click on the link.	B	

Form:

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

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

- 3** **Correct the verb between brackets.**

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

- 4** **Look at the pictures. second conditionals**
What will happen if I
What would you do if I

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



eats fast food



doesn't

Picture 1: eats fast food

- Question:** What will happen if he eats too much fast food?
Answer: If he eats too much fast food, he **will have** health problems.
- Question:** What would you do if you were him?
Answer: If I were him, I **would eat** more vegetables.

Picture 2: doesn't sleep

- Question:** What will happen if he doesn't sleep well?
Answer: If he doesn't sleep well, he **will feel** tired in the morning.
- Question:** What would you do if you were him?
Answer: If I were him, I **would go** to bed earlier.

Picture 3: misses the bus

- Question:** What will happen if he misses the bus?
Answer: If he misses the bus, he **will be** late for school.
- Question:** What would you do if you were him?
Answer: If I were him, I **would wake up** earlier.

Picture 4: has a cold

- Question:** What will happen if he has a cold?
Answer: If he has a cold, he **will stay** home and rest.
- Question:** What would you do if you were him?
Answer: If I were him, I **would drink** warm tea and **take** medicine.

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

Discuss

a. Do you use social media every day?

Sample answer: Yes, I use it almost every day to watch videos and chat with friends.

b. What do you and your friends usually post online?

Sample answer: We usually post pictures, funny videos, and school memories.

a. Do you use social media every day?

b. What do you and your friends usually post online?

2



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

1. The conversation was mainly about:

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



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

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

Remember:

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

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

- a. friendly
- ☒ b. worried
- c. excited
- d. relaxed

3



a. What information did Sami share online that could cause problems?

Sample answer: He shared his full name, school name, address, and travel plans on social media.

b. How could someone use Sami's information to cause problems?

Sample answer: Strangers could find where he lives or when he is not at home, which could lead to danger or theft.

4



Help Sami design a safe social media profile.

a. Decide what information is suitable to share and what should be private.

☒ **Suitable to share:** first name, hobbies, favorite books or sports, and general photos (not showing location).

☐ **Keep private:** full name, address, school name, phone number, and travel plans.

Hi! I'm Sami. I love football, drawing, and reading mystery stories. I post pictures of my artwork and my cat. Follow me for fun and creativity!

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

Question a: What was the problem?

☞ Someone hacked my friend's social media account.

Question b: What happened?

☞ He clicked a link from a fake message, and then his account was stolen.

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

☞ We told him to change his password and report the account. He also turned on two-step verification.

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?

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

•**Host:** Welcome to the "Advice Talk Show"! Today, our caller is Rasha, who has a problem with online messages.

•**Caller (Rasha):** Hi, I keep receiving strange messages from someone I don't know. It's making me worried.

•**Host:** That sounds serious. Did you reply to the messages?

•**Rasha:** No, but they keep sending more.

•**Expert 1:** You should block the person immediately.

•**Expert 2:** Although it might be hard, don't reply or share any personal information.

•**Expert 1:** You could also tell your parents or teacher about it.

•**Host:** Good advice! Remember, staying safe online is very important.

5. Rotate roles and repeat.



4 Let's Reflect

Q1: What did you learn about giving and receiving advice?

☞ I learned that giving advice helps others solve problems safely, and receiving advice helps me learn from others' experiences.

Q2: Why is it helpful to discuss problems openly with others?

☞ Because we can find better solutions together and get support when something goes wrong.

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



a. Do you use AI chatbots?

☞ Yes, I sometimes use AI chatbots like ChatGPT to help me with schoolwork or to answer questions.

b. Can machines understand feelings like humans?

☞ No, machines can't really understand human feelings. They can reply politely, but they don't feel emotions.

c. What tasks do you think only a human can do?

☞ Only humans can feel emotions, make moral decisions, and give real personal advice 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 use a chatbot. Some people even use chatbots as if they were real people. Can machines understand human conversations?



Vocabulary meanings (from the passage):

Word	Meaning in English	Meaning in Arabic
genuinely	truly, honestly	بصدق / بإخلاص
replace	take the place of	يستبدل
software	computer program	برنامج حاسوبي
manner	way of doing something	طريقة / أسلوب
assist	help	يساعد
provide	give	يقدم
efficient	working well without wasting time	فعال
customer	person who buys or uses a service	زبون
accurate	correct, exact	دقيق
complex	complicated, not simple	معقد
increasingly	more and more	بشكل متزايد



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.

Main idea of the passage

AI chatbots can help people with many daily tasks, but they cannot fully replace human communication or emotions.

Learning Unit 2



Lesson Five: Reading

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



Ans

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

- 1. Li: ☒ - Help students learn new words or practise writing.
- 2. W: ☒ - Respond to customer questions.
- 3. W: ☒ - Help with simple jobs like checking the weather or planning a day.

2. What could happen if people overuse AI?

☒ People may stop asking for help from real people like teachers, doctors, or friends.

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

☒ Because real people can understand your feelings and give personal, emotional advice, while AI cannot.



AI is

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



Sentence Starters

With AI, I can finish my homework faster and find answers to my questions easily. AI helps me to learn new words and check my spelling. Without AI, I have to spend more time searching in books. Because of AI, my life is easier and more efficient.

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

- 1**  **Think, Pair, Share**
- Read each sentence.
 - Circle the relative pronoun.
 - Say what the relative pronoun refers to: a person, a place, a thing, or a time?

- Ahmed clicked on a link that looked real.
- The person who sent the message was a scammer.
- The school is the place where the IT teacher works.
- Friday was the day when he lost access to his account.

d. Discuss with a partner.

- What information does the underlined part add? (necessary / unnecessary)
- Can the sentence be clear without the underlined part? Why or why not?

1. Ahmed clicked on a link that looked real.

➡ Relative pronoun: **that**

➡ Refers to: a **thing** (the link)

2. The person who sent the message was a scammer.

➡ Relative pronoun: **who**

➡ Refers to: a **person**

3. The school is the place where the IT teacher works.

➡ Relative pronoun: **where**

➡ Refers to: a **place**

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

➡ Relative pronoun: **when**

➡ Refers to: a **time**

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).**

- The teacher who helps us is very friendly.
- This is the app that helps me study English.
- That's the library where we study for our exams.
- 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 teacher **who** helps me with reading.
- I use a computer **that** is very fast.
- My school is the place **where** I learn new things.
- Friday is the day **when** we have our spelling test.

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?

It is about the problems students face during exams when they do not take care of their health.

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

It explains different ways 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 main idea of the paragraph and prepares the reader for what the paragraph will discuss.

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

Linking words connect ideas and make the paragraph flow smoothly.

5. What is the purpose of the last sentence in **Paragraph 2**? Examples: Because of this, Next, Finally

It gives a conclusion that summarizes the advice and explains the result — students will feel better and do well in exams.



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.

New example: Many students find exams difficult because they do not take care of their health.

2. Paragraph 2 – Concluding Sentence

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

Write a different concluding sentence.

New example: By following these healthy habits, students can stay strong, focused, and ready for success.



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	Tips to Stay Safe Online
..... Sharing personal information	Never share your full name, address, or school online
..... Talking to strangers	Only chat with people you know and trust
..... Clicking unknown links	Avoid suspicious websites or links
..... Using weak passwords	Create strong passwords and change them regularly



'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:

Being online is helpful, but it can also be risky if people are not careful.

Supporting details:

Some people share personal information such as their address or school name, which strangers could use in harmful ways. Others talk to unknown people online or click on dangerous links that may contain viruses. Using weak passwords can also make it easy for hackers to steal information.

Concluding sentence:

These online risks can cause many problems if people do not protect themselves.

Paragraph 2: (Tips to stay safe online)

Topic sentence:

There are many easy ways to stay safe while using the internet.

Supporting details:

First, never share private details like your phone number or home address. Next, use strong passwords and change them often. It is also important to avoid chatting with strangers and to think before clicking on any links. Finally, always tell a parent or teacher if you see something suspicious online.

Concluding sentence:

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



Full Model Paragraphs Notebook

Paragraph 1 – Online Risks:

Being online is helpful, but it can also be risky if people are not careful. Some people share personal information such as their address or school name, which strangers could use in harmful ways. Others talk to unknown people online or click on dangerous links that may contain viruses. Using weak passwords can also make it easy for hackers to steal information. These online risks can cause many problems if people do not protect themselves.

Paragraph 2 – Tips to Stay Safe Online:

There are many easy ways to stay safe while using the internet. First, never share private details like your phone number or home address. Next, use strong passwords and change them often. It is also important to avoid chatting with strangers and to think before clicking on any links. Finally, always tell a parent or teacher if you see something suspicious online. By following these tips, people can enjoy the internet safely and protect their personal information.

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