English

as a Second Foreign Language



Baccalaureate Students

Year Two

Part One

Introduction

This book is designed to help students use English confidently and meaningfully in their everyday lives. It provides a supportive learning journey that gradually develops students' language skills while encouraging them to communicate, think, collaborate, and apply what they learn in real-life situations.

Throughout the book, students explore familiar and engaging topics such as ***friendship, community, technology, healthy lifestyles, celebrations, and future plans***. Each unit is built around a meaningful ***Big Question*** that encourages students to connect English with their own experiences and the world around them.

The book integrates the four language skills - ***listening, speaking, reading, and writing*** - with vocabulary and grammar taught in context. Students move from understanding simple language to using it for purposeful communication. Carefully structured activities provide the support students need while gradually encouraging greater independence.

Learning in this book goes beyond remembering words and grammar rules. Students are encouraged to ***describe, compare, make choices, express opinions, give simple reasons, and support their ideas with examples***. Through pair work, group activities, guided writing, and practical tasks, they also develop important skills such as communication, collaboration, digital awareness, problem-solving, creativity, and responsible decision-making.

Real-life tasks give students opportunities to use English for authentic purposes - for example, giving directions, discussing healthy habits, sharing experiences, using technology responsibly, and talking about their future goals.

We hope this book makes learning English an enjoyable and meaningful experience and helps every student see English not simply as a school subject, but as ***a language for communication, learning, and the future***.

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UNIT 1



PEOPLE & FRIENDS



1

» BIG QUESTION

What makes a good friend?

» UNIT CONCEPT

Friendship, kindness, respect, cooperation and teamwork

» LANGUAGE FOCUS

Present Continuous: affirmative, negative and questions

Useful language for describing people, feelings and actions

» UNIT JOURNEY

Explore → Read & Listen → Notice Language → Speak → Think & Give a Reason → Write → Act → Reflect

Unit 1

Unit Overview

PEOPLE & FRIENDS

In this unit, students explore friendship and the people around them. They learn how to describe friends and classmates using simple adjectives such as kind, polite, funny and helpful, and how to talk about actions happening now using the Present Continuous. Through short reading and listening texts, pair work and real-life situations, students practise asking and answering questions, expressing feelings, sharing ideas and giving a simple reason for an opinion. The unit also develops communication and collaboration while promoting kindness, respect, cooperation and teamwork. Students finish the unit by writing a short guided paragraph about a friend and completing a simple friendship-in-action task.

Objectives

By the end of this unit, students should be able to:

- **identify and use** vocabulary related to friends, classmates, neighbors, feelings, and good behavior.
- **understand** simple texts and conversations about friendship and teamwork.
- **use** the Present Continuous to describe actions happening now.
- **ask and answer** simple questions about people and their actions.
- **describe** a friend using simple adjectives.
- **give** a simple opinion and support it with a reason or example.
- **write** a short guided paragraph about a friend.
- **participate** in a short pair or group task about friendship and teamwork.

Before You Start

1. Who is a good friend in your life?

.....

2. Write two words that describe a good friend.

.....

3. What do friends do together?

.....

Lesson 1: My Friend

INQUIRY QUESTION ?

How can we describe a good friend?

Answer the following questions

1. Think of a friend. Is your friend kind, funny, polite or helpful?

.....

2. What is your friend doing now?

.....

Read



Ali is my best friend. He is kind, funny and polite. Today, he is sitting in the classroom with his classmate. He is talking and sending a message on his phone. He is happy and excited. He is helping a friend with homework. Now, we are studying together. We are writing a short post about our day and sharing ideas.

Check Understanding

1. Ali is the writer's best friend.	T / F
2. Ali is rude.	T / F
3. Ali is sitting in the classroom.	T / F
4. Ali is helping a friend.	T / F
5. Ali and the writer are studying together.	T / F

6. How is Ali feeling?

.....

7. What are Ali and his friend doing together?

.....

Vocabulary & Speaking

Vocabulary in Context

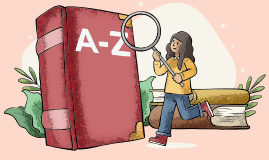
Word	Simple Meaning	Example
kind	nice and good to other people	Mona is kind to everyone.
polite	using good manners	He is polite to his teacher.
excited	very happy about something	I am excited about the trip.
classmate	a student in your class	Nour is my classmate.
neighbor	a person who lives near you	Our neighbor is helpful.
share	give or use something with others	We share our ideas.

USEFUL LANGUAGE

My friend is…

He/She is + (v) + ing now.

I like my friend because…



Lesson 1: My Friend



Student A: What is your friend like?

.....

Student B: My friend is ..... .

.....

Student A: What is he/she doing now?

.....

Student B: He/She is ..... .

.....

Think & Give a Reason

MY IDEA → MY REASON → MY EXAMPLE



My idea: Ali is a good friend.

My reason: He helps other people.

My example: He is helping a friend with homework.

Do you think Ali is a good friend? Why?

.....

.....

Extra Practice

• Vocabulary in Use

1. **Choose the correct word:**

   A good friend is (*kind / rude*) and helps other people.

2. **Complete:**

   Nour is my ..... She studies in the same class as me. (*classmate / neighbor*)

3. **Complete:**

   My ..... lives next door and always says hello. (neighbor / classmate)

4. **Choose the correct word:**

   I feel ..... about the school trip tomorrow. (excited / polite)

5. **Write one sentence using the word share:**

   .....

Describe each photo in one sentence:



.....

Lesson 1: My Friend



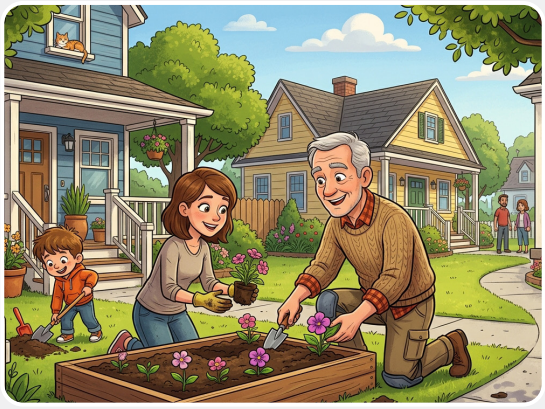
.....



.....



.....



.....


IDEAS
Idea of ideas
Mind meeting
Pick tives
Creative ideas
Planning programs

.....

Lesson 2: Friends in Action

INQUIRY QUESTION ?

How does teamwork help friends?

Before You Listen

1. What do you do when a classmate needs help?

.....

2. How do you feel when you work with friends?

.....

Listen

Salma and her friends are in the classroom now. They are sitting together. Salma is talking and smiling. One friend is writing in her notebook. Another friend is asking a question. Salma is helping her classmate with homework. They are studying English and sharing ideas. They are happy and working together as a team.



Listening Tasks

1. Salma and her friends are in the classroom. T / F
2. They are standing outside. T / F
3. One friend is writing in a notebook. T / F
4. Salma is helping her classmate. T / F
5. They are working together. T / F

6. What are they studying?

.....

7. What are Salma and her friends doing together?

.....

Language in Context

Notice the Language

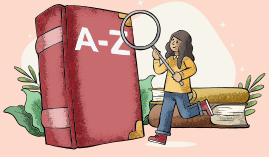
PRESENT CONTINUOUS

Use it for actions happening now.

Affirmative: I am studying. / She is talking. / They are working.

Negative: She isn't talking. / They aren't studying.

Question: Is she talking? / Are they working?



Guided Practice

1. Hana ..... (*talk*) to her friends now.
2. They ..... (*sit*) in the classroom.
3. One friend ..... (*write*) in her notebook.
4. We ..... (*study*) English together.
5. He ..... not ..... (*play*) now.

Lesson 2: Friends in Action

Ask & Answer

A: Are you studying now?

B: Yes, I am. / No, I'm not.

A: Is your friend using a phone?

B: Yes, he/she is. / No, he/she isn't.

A: What are your classmates doing?

B: They are ..... .

Mini Challenge

Look around the classroom. Write three sentences about what people are doing now.

.....

.....

.....

Teamwork Task

REAL-LIFE TASK ?

Work in a group of three. Plan one helpful action for your class.

Step 1 • Choose

- help a new student
- tidy the classroom
- share study notes
- help a classmate with homework

Step 2 • Plan

- What are you going to do?

  .....

- Who are you helping?

  .....

- Why is this helpful?

  .....

Step 3 • Share

- We are going to ..... .
- We are helping ..... .
- This is helpful because ..... .

Peer Feedback

- My partner/group spoke clearly: Yes / Not yet
- They gave a reason: Yes / Not yet
- One thing I liked: ..... .

Lesson 2: Friends in Action

Extra Practice

• Present Continuous

1. Complete:

Salma ..... (*help*) her classmate now.

2. Choose:

They (*are studying / study*) English together now.

3. Make negative:

He is playing now. → ..... .

4. Make a question:

She is writing in her notebook. → ..... .

5. Correct the mistake:

We is sharing our ideas. → ..... .

Lesson 3: People and Friendship

INQUIRY QUESTION ?

How can we build a friendly community?

Read



Huda is outside her house now. She is with her neighbors. They are standing and talking together. Huda is friendly and polite. She is asking her neighbor about her day. One neighbor is laughing, and another is drinking tea. Huda is helping an older neighbor carry a bag. Everyone is smiling. They are sharing stories and enjoying their time together.



Lesson 3: People and Friendship

Read for Meaning

1. Where is Huda?

a) at school b) outside her house c) in a shop

2. What are the neighbors doing?

a) talking b) sleeping c) studying

3. Who is Huda helping?

a) a teacher b) an older neighbor c) a doctor

4. How are the people feeling?

a) happy b) angry c) afraid

5. What are the neighbors sharing?

.....

Connect to Your Life

What can you do to help a neighbor?

.....

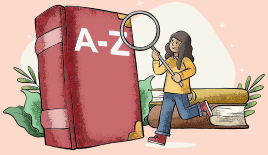
Pronunciation & Communication

Word Stress

PRONUNCIATION TIP

In many two-syllable words, one syllable is stressed more strongly.

- **FRIEND**-ly
- **NEIGH**-bor
- **HAP**-py
- **HELP**-ful



Underline the strong syllable:

friendly - neighbor - happy - helpful

Vowel Sounds



Say the words:

bag • pen • sit • hot • sun

Add one word with the same vowel sound for each.

Communication Strategy

WHEN YOU DO NOT UNDERSTAND

- Sorry, can you say that again?
- What does ..... mean?
- Can you speak slowly, please?

Lesson 3: People and Friendship

Pair Work

- Ask your partner: How do you help people in your community?

  .....

- Write one idea from your partner.

  .....

Reflect

Today I spoke:

□ with help

□ by myself

A useful phrase for me was: .....

Extra Practice

• Community & Communication

1. Choose the correct word:

Huda is helping an older (neighbor / classmate) carry a bag.

2. Complete:

Friendly people ..... stories and ideas with others. (share / hurt)

3. Underline the stressed syllable in: *friendly*.

4. Write one polite phrase you can use when you do not understand:

..... .

5. Write one sentence about *how you can help someone in your community*:

..... .

Lesson 4: Friendship and Good Behavior

INQUIRY QUESTION ?

What choices make friendship stronger?

Read



Being a good friend is important. Good friends are kind and helpful. They talk, share ideas and listen to each other. They respect other people. When they have a problem, they talk calmly and try to solve it together. Good friends do not hurt others or use bad words. Kind actions make people feel safe and happy.



Lesson 4: Friendship and Good Behavior

Check Understanding

1. Good friends should help each other. T / F
2. Good friends should hurt others. T / F
3. Friends can solve problems together. T / F
4. Kind actions can make people happy. T / F

5. What do good friends do when they have a problem?

.....

6. Find two words that describe good behavior.

.....

Lesson 4: Friendship and Good Behavior

Think, Choose & Explain

Situation 1

Your friend is sad because a task is difficult. What should you do?

a) laugh b) help your friend c) walk away

THINK & GIVE A REASON

- I choose ..... .
- I think this is a good choice because ..... .

Situation 2

A new student is alone at break time. What can you say?

a) “Come and sit with us.” b) “Go away.” c) “I don’t know you.”

My choice and reason:

.....

Simple JRE Bridge

Justify (Claim) - Reason - Evidence

Claim: Kindness makes friendship stronger.

Reason: Kind friends help each other.

Evidence: I help my friend when homework is difficult.



Complete your own *Justify - Reason - Evidence* about respect or teamwork.

.....

.....

.....

Guided Writing

WRITING GOAL

Write 5 – 7 connected sentences about a friend.

Model Paragraph

My friend is Sara. She is kind and helpful. She is smiling and talking to me now. We study English together. Sara helps me when I have a problem. I like her because she respects other people. I am happy to have a good friend.

Notice

- Sentence 1 introduces the friend.
- Sentences 2–5 give details.
- because gives a reason.
- The last sentence gives a feeling or closing idea.

Plan

- Who is your friend?

  .....

Lesson 4: Friendship and Good Behavior

- What is your friend like?

  .....

- What is your friend doing now?

  .....

- How does your friend help you?

  .....

- Why do you like your friend?

  .....

Write

.....

.....

.....

.....

.....

Extra Practice

• Think, Choose & Explain

1. Your friend drops his books. What should you do?

a) help him b) laugh c) walk away

2. A classmate makes a mistake. Choose the kind response:

a) “Try again.” b) “You are bad.” c) “Go away.”

3. Complete with a reason:

I think listening is important because ..... .

4. Give an example of teamwork: .....

..... .

5. Write one sentence about *a good friend using because*:

..... .

Unit 1 PROJECT

FRIENDSHIP IN ACTION



Create a small ‘Good Friend’ card or mini-poster for your class.

Use simple English and one real action you can do this week.

Your Product Must Include

- a title
- three qualities of a good friend
- two helpful actions
- one sentence with because
- one simple drawing or symbol



Unit 1 PROJECT

Language Bank



A good friend is… / Good friends… / We can… / I think… / because…

My Plan

Title:

.....

Three qualities:

.....

Two actions:

.....

My because sentence:

.....

Share

Present your card/poster to a partner or small group.

Unit 1 Assessment Corner

A. Vocabulary

1. My friend is very ..... and helps everyone.

a) kind b) angry c) tired d) slow

2. A ..... is a person in your class.

a) neighbor b) classmate c) driver d) doctor

3. I ..... ideas with my friends.

a) share b) sleep c) eat d) run

4. A ..... lives near you.

a) neighbor b) dentist c) teacher d) pilot

B. Language

1. She ..... her friend now.

a) helps b) is helping c) helped

2. They ..... English together now.

a) are studying b) study c) studied

3. ..... he smiling now?

a) Is b) Are c) Am

4. We are not ..... games now.

a) play b) playing c) plays

C. Reading

Nour is with her classmates. They are making a class poster. Nour is writing the title. Adam is drawing. Salma is helping Adam. They are sharing pens and ideas. They are happy because they are working as a team.

1. What are the students making?

.....

2. What is Nour doing?

.....

3. Why are they happy?

.....

D. Writing

Write 5 – 7 sentences about "***People Around Me***".

Use: kind - helpful - share - happy.

.....

.....

.....

.....

.....

Unit 1 Review

Vocabulary & Language

A. Vocabulary Review

1. **Choose the correct word:** A person in your class is your (*neighbor / classmate / dentist*).
2. **Complete:** A good friend is ..... and helps other people. (*kind / slow*)
3. **Complete:** We ..... our ideas when we work together. (*share / sleep*)
4. **Write** two adjectives that describe a good friend.

.....

B. Present Continuous Review

5. Complete: Salma ..... (*help*) her classmate now.
6. Complete: They ..... (*study*) English together.
7. Make negative: He is using his phone. → ..... .
8. Make a question: She is talking to her friend. → .....?
9. Look around you. Write two sentences about what people are doing now.

.....

.....

C. Correct the Mistake

10. They is working together. → ..... .
11. My friend helping me now. → ..... .

Reading & Communication

A. Read

Mariam has a new classmate called Lina. Lina is quiet, but she is kind and polite. Today, the class is preparing a poster about friendship. Mariam is writing the title, Lina is drawing pictures, and two other students are sharing ideas. Lina does not understand one instruction, so Mariam explains it slowly. The students are happy because everyone is helping. At break time, Mariam invites Lina to sit with her friends. Lina smiles and says, “Thank you.”

B. Check Understanding

1. Who is the new classmate?

.....

2. What is the class preparing?

.....

3. What is Lina doing?

.....

4. Why does Mariam explain the instruction slowly?

.....

5. Why are the students happy?

.....

6. Find two words in the text that describe good behavior.

.....

C. Think & Give a Reason

Is Mariam a good friend? Give one reason and one example from the text.

My idea: .....

My reason: .....

My example: .....

D. Speak

Work with a partner. Ask and answer:

What can you do when a new student joins your class?

.....

.....

Integrated Practice & Writing

A. Real-Life Situations

1. Your friend is worried about a difficult task. What can you do? Give a reason.

.....

.....

2. A classmate is sitting alone. What can you say or do?

.....

.....

3. Your group is preparing a class project. Write one helpful action you can do.

.....

.....

B. Guided Writing

Write 5-7 connected sentences about "*A Good Friend*". Use at least two adjectives, one Present Continuous sentence, and because to give a reason.

Plan:

Who is your friend? What is he/she like? What is he/she doing now? How does he/she help others? Why is he/she a good friend?

Write:

.....

.....

.....

C. Check Your Progress

- I can use words to describe friends and good behavior. Yes / Not yet
- I can use the Present Continuous for actions happening now. Yes / Not yet
- I can give an idea, a reason and an example. Yes / Not yet
- I can write 5-7 connected sentences about a friend. Yes / Not yet
- One thing I want to practise more: ..... .



PLACES & DIRECTIONS IN MY TOWN



2

» BIG QUESTION

How can we help people find places in our town?

» UNIT CONCEPT

Community, places, directions and helping others.

» LANGUAGE FOCUS

Comparatives & Superlatives; direction language.

» UNIT JOURNEY

Explore → Read & Listen → Notice Language → Speak → Think & Give a Reason → Write → Act

Unit 2

Unit Overview

Places & Directions in My Town

In this unit, students explore places and people in their community. They read and listen to simple texts about town places, follow and give directions, compare places, and describe how community helpers support people. They also write a short description or simple email giving directions.

Objectives

By the end of this unit, students should be able to:

- identify and use vocabulary related to places, community helpers, and directions;
- understand simple descriptions of places and routes;
- follow and give simple directions;
- use comparative and superlative adjectives to compare people and places;
- ask and answer questions about locations;
- describe places in their town;
- give a simple reason why a place is useful;
- write a short description or simple email giving directions;
- create and present a simple town guide or route card.

Key Vocabulary

town • park • hospital • library • supermarket • bank • bus stop • dentist • librarian • volunteer • traffic officer • directions

Skills in This Unit

- Reading about places and community helpers
- Listening to and following directions
- Speaking: asking for and giving directions
- Writing: describing a town and giving simple directions

PLACES & DIRECTIONS IN MY TOWN

Values & Life Skills

- Social awareness
- Problem solving
- Responsibility
- Community service

FINAL APPLICATION

Create a simple town guide or route card and explain how to get to a place.

Lesson 1: Places in My Town

INQUIRY QUESTION ?

What places make a town useful?

Answer the following questions

1. What places are near your home?

.....

2. Where do you go to borrow books?

.....

Read



My name is Adam. My town is a nice place to live. There is a bank near my house. My mother buys food from the supermarket every week. There is a hospital next to the school. I like watching films at the cinema with my family. We wait for the bus at the bus stop every morning. I borrow books from the library after school. On Friday, I play football in the park with my friends.



Lesson 1: Places in My Town

Check Understanding

1. Where does Adam's mother buy food?

.....

2. What is next to the school?

.....

3. Where does Adam borrow books?

.....

4. What does he do in the park?

.....

Vocabulary in Context

Word	Simple Meaning
library	a place to read or borrow books
hospital	a place where doctors help sick people
supermarket	a place to buy food
bus stop	a place to wait for a bus

Lesson 1: Places in My Town

Extra Practice

• Places in My Town

1. We borrow books from the ..... .

a) library b) bank c) park

2. Doctors help sick people in a ..... .

a) hospital b) supermarket c) cinema

3. We wait for a bus at the ..... .

a) bus stop b) library c) bank

4. Complete: My mother buys food from the ..... .

5. Write one sentence about a useful place near your home:

..... .

Describe each photo in one sentence:



.....

Lesson 1: Places in My Town



.....



.....



.....

Lesson 2: Directions Around Town

INQUIRY QUESTION ?

How do clear directions help us?

Before You Listen

How do you tell someone the way to a place?

.....

Listen

Samy wants to go to the library. First, he goes straight. Then, he turns left at the bank. He walks past the supermarket. Next, he turns right at the hospital. The library is next to the park. Samy follows the directions and arrives on time.



Lesson 2: Directions Around Town

Listening Tasks

1. Where does Samy want to go?

.....

2. Where does he turn left?

.....

3. What place does he walk past?

.....

4. What is next to the park?

.....

Pair Check

Compare one answer with your partner. What did you hear?

.....

Compare Places

Language in Context

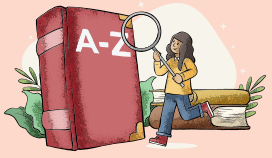
NOTICE THE LANGUAGE

- Use **-er + than** for many short adjectives:

small → **smaller than**; long → **longer than**.

- Use **the + -est** for many short adjectives:

small → **the smallest**; tall → **the tallest**.



Examples:

- This street is **longer than** that street.
- This is **the smallest** park.

Guided Practice

1. This street is ..... (long) than that street.

.....

2. My house is ..... (small) than yours.

.....

3. Ali is the ..... (tall) boy in the group.

.....

4. This is the ..... (wide) shop in town.

.....

Lesson 2: Directions Around Town

Speak

A: Which park is bigger?

B: Green Park is bigger.

A: Which place is closest to your home?

B: The ..... is the closest.

Think & Give a Reason

I think the library is an important place because people can read and learn there.



My answer:

.....

.....

Extra Practice

• Directions & Comparing Places

1. Complete:

This street is ..... (*long*) than that street.

2. Complete

This is the ..... (*big*) park in town.

3. Choose:

The library is (*nearer / nearest*) to my house than the hospital.

4. Complete the direction:

Go ....., then turn left at the bank.

5. Write one sentence comparing two places in your town:

..... .

Lesson 3: People in My Community

INQUIRY QUESTION ?

How do people help our community?

Answer the following questions

1. What jobs do people do in your community?

.....

2. Who controls traffic and helps keep people safe?

.....

Read



People in my community help each other every day. A shop assistant works in a store and helps people buy things. A librarian works in the library and gives books to students. A dentist helps people take care of their teeth. A traffic officer controls traffic and helps keep people safe. A volunteer helps others for free. All these people make our community better.



Lesson 3: People in My Community

Check Understanding

1. Who works in a library?

.....

2. Who helps people with their teeth?

.....

3. What does a traffic officer do?

.....

4. Why is a volunteer helpful?

.....

Lesson 3: People in My Community

Extra Practice

• Community Helpers

1. A ..... works in a library.

a) librarian b) dentist c) driver

2. A ..... helps people take care of their teeth.

a) dentist b) volunteer c) librarian

3. Complete:

A traffic officer controls ..... and helps keep people safe.

4. Who helps others for free?

..... .

5. Write one sentence about *how a community helper helps people*:

..... .

Lesson 4: Write a Simple Email

WRITING GOAL

Write a simple email of 5–7 sentences giving directions from school to your home.

Model

Hi Ali,

My house is near the park. Go straight from the school. Turn left at the bank. Walk past the supermarket. My house is next to the small library.

See you soon!

Useful Language

- Go straight…
- Turn left/right at…
- Walk past…
- It is next to…

Plan

Where do you start?

.....

Which direction words will you use?

.....

What places will your friend pass?

.....

Where is your home?

.....

Lesson 4: Write a Simple Email

Write

.....

.....

.....

.....

.....

Extra Practice

• Giving Directions

1. Complete:

Go ..... from the school.

2. Choose:

Turn (*left / next*) at the bank.

3. Complete:

Walk ..... the supermarket.

4. Complete:

My house is ..... to the library.

5. Write two direction sentences from your school to a nearby place:

..... .

Unit 2 Town Guide Task

REAL-LIFE TASK



Create a simple route card to one useful place in your town.

Your Product Must Include

- the name of the place
- 3 – 4 direction steps
- two town landmarks
- one sentence explaining why the place is useful

Language Bank



Go straight…

Turn left / right…

It is next to…

This place is useful because…

Plan

My title / goal:

.....

My key information:

.....

My reason:

.....

Share

Present your work to a partner or small group.

Unit 2 Assessment Corner

A. Vocabulary

1. We borrow books from the ..... .

a) bank b) library c) park d) hospital

2. A ..... helps people take care of their teeth.

a) dentist b) librarian c) driver d) student

3. We wait for a bus at the ..... .

a) bus stop b) cinema c) bank d) school

B. Language

1. This street is ..... than that street.

a) long b) longer c) longest

2. This is the ..... park in town.

a) big b) bigger c) biggest

3. Go ..... and turn left.

a) straight b) small c) tallest

C. Reading

Mariam is at the school. She wants to go to the park. She goes straight, turns right at the bank, and walks past the library. The park is next to the supermarket.

1. Where does Mariam start?

.....

2. Where does she turn right?

.....

3. What is next to the supermarket?

.....

D. Writing

Write 5–7 sentences about "***My Town***" and give directions to a place in your town.

.....

.....

.....

.....

.....

Unit 2 Review

Vocabulary & Language

1. Choose:

We borrow books from the (*library / hospital / bank*).

2. Complete:

Doctors help sick people in a ..... .

3. Choose:

This street is (*longer / longest*) than that street.

4. Complete:

This is the ..... (*big*) park in our town.

5. Complete the direction:

Go ....., then turn left at the bank.

6. Choose:

A person who works in a library is a (*librarian / dentist / driver*).

7. Complete:

My house is ..... to the supermarket.

8. Correct the mistake:

This building is more tall than that one. → ..... .

Reading & Communication

Read the text:

Mona lives in a busy town. There is a library near her school and a large supermarket opposite the park. The hospital is farther from her home than the library. On Saturdays, Mona visits the library with her sister. A librarian helps them find useful books. When they leave, they walk straight past the bank and turn right at the traffic lights to reach the park.

1. Where is the library?

.....

2. Which place is farther from Mona's home?

.....

3. Who helps Mona and her sister find books?

.....

4. How do they get to the park after leaving the library?

.....

5. **Think & Give a Reason:** Which place in your town is most useful to you? Why?

.....

Speaking:

Work with a partner. Give directions from your school to a place in your town.

Integrated Practice & Writing

1. Write two sentences comparing places in your town.

.....

.....

2. Write two direction sentences using straight, left, right, past, or next to.

.....

.....

3. Complete: A community helper I respect is ..... because ..... .

4. Writing: Write a short email of 5–7 sentences to a friend. Describe one place in your town and explain how to get there.

.....

.....

5. Check Your Progress:

I can name places in town. □

I can compare places. □

I can give directions. □

I can write a simple email. □


Exercise
Study & Learn
Good Sleep
Family & Friends



3

» BIG QUESTION

How can we use technology in a safe and balanced way?

» UNIT CONCEPT

Daily routines, digital responsibility and balance.

» LANGUAGE FOCUS

Present Simple; adverbs of frequency; and/but/because/so/then.

» UNIT JOURNEY

Explore → Read & Listen → Notice Language → Speak → Think & Give a Reason → Write → Act

Unit 3

Unit Overview

Daily Routine & Technology Use

In this unit, students talk about daily routines and the technology they use at home and school. They read and listen to simple texts about devices, screen time and online safety. They use the Present Simple, adverbs of frequency and basic conjunctions to describe habits and explain safe choices.

Objectives

By the end of this unit, students should be able to:

- identify and use vocabulary related to daily routines, devices, and online activities;
- understand simple texts and conversations about technology use;
- use the Present Simple and adverbs of frequency to describe habits and routines;
- use and, but, because, so, and then to connect simple ideas;
- ask and answer questions about technology habits;
- identify simple rules for safe and responsible technology use;
- give a simple opinion and reason about screen time or online safety;
- write a short paragraph about technology use;
- create a simple guide to smart technology habits.

DAILY ROUTINE & TECHNOLOGY USE

Key Vocabulary

teenager • laptop • social media • internet • log in • browse • type • download • search • share • information • screen time • online safety

Skills in This Unit

- Reading about routines and online safety
- Listening to technology habits
- Speaking about daily technology use
- Writing about a device or technology routine

Values & Life Skills

- Digital literacy
- Time management
- Digital responsibility
- Self-discipline
- Safe behavior

FINAL APPLICATION

Create a short ‘Smart Technology Habits’ guide for students.

Lesson 1: My Technology Routine

INQUIRY QUESTION ?

How does technology fit into our day?

Answer the following questions

1. What device do you use every day?

.....

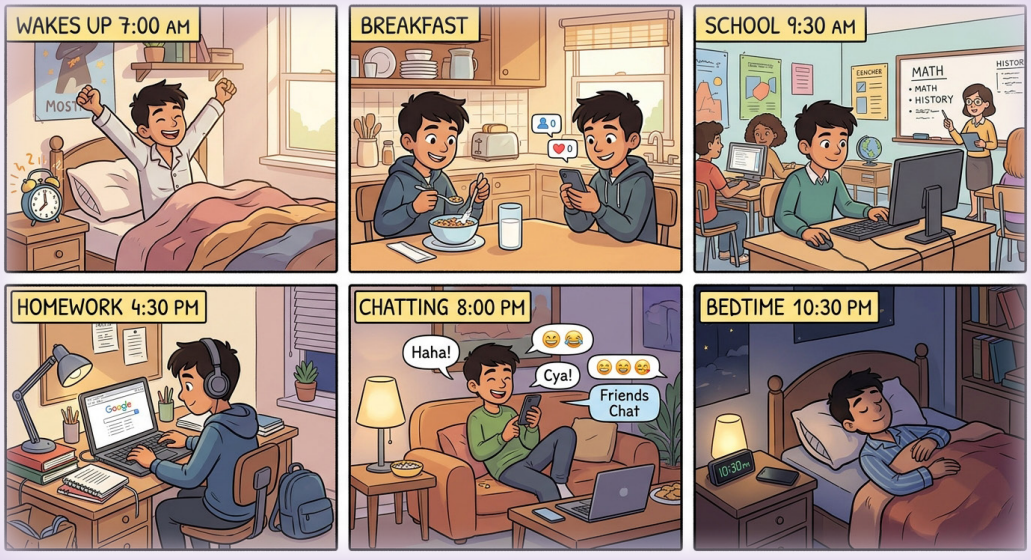
2. What do you use it for?

.....

Read



Omar is a teenager. He wakes up at 7:00. He checks his phone after breakfast. At school, he uses a computer for some lessons. After school, he uses his laptop to search for information and type homework. In the evening, he sometimes chats with friends. He goes to bed at 10:30 and does not use his phone in bed.



Lesson 1: My Technology Routine

Check Understanding

1. What time does Omar wake up?

.....

2. What does he use at school?

.....

3. What does he do on his laptop?

.....

4. Does he use his phone in bed?

.....

Vocabulary in Context

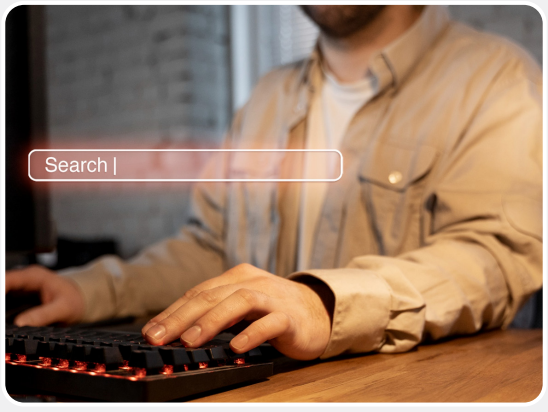
Word	Simple Meaning
teenager	a person aged 13 – 19
download	copy/save a file or data from the internet to your device
search	look for information
social media	websites and apps for communicating and sharing content



teenager



download



search



social media

Lesson 1: My Technology Routine

Extra Practice

• My Technology Routine

1. Omar ..... **up at 7:00.**

a) wakes b) wake c) waking

2. He uses a ..... **at school for some lessons.**

a) computer b) cinema c) bank

3. Complete:

He uses his laptop to ..... for information.

4. Choose:

Omar (*uses / use*) his phone after breakfast.

5. Write one sentence about *a device you use every day*:

..... .

Lesson 2: Technology Habits

INQUIRY QUESTION ?

How can we develop safe and balanced technology habits?

Before You Listen

What do you already know about this topic?

.....

Listen

Sara uses her computer every day. She usually goes online and browses the internet. She often types her homework. She sometimes downloads videos because she needs them for her studies. She never shares personal information online. She often shares photos with friends, but she always uses the internet safely.



Lesson 2: Technology Habits

Listening Tasks

1. Sara uses a computer every day. T / F

.....

2. She never types homework. T / F

.....

3. Why does she download videos?

.....

4. Which adverbs of frequency do you hear?

.....

5. What safe habit does Sara have?

.....

Pair Check

Compare one answer with your partner. What did you hear?

.....

Talk About Habits

Language in Context

NOTICE THE LANGUAGE

Present Simple:

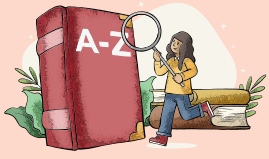
I/You/We/They use. He/She uses.

Adverbs of frequency:

always, usually, often, sometimes, never.

Use **and, but, because and so** to connect ideas.

Use **then** to show sequence.



Guided Practice

1. Sara ..... (use) her computer every day.

   .....

2. He ..... (watch) videos after school.

   .....

3. I ..... use my phone before bed. (never)

   .....

4. I search online ..... I need information. (because/but)

   .....

Lesson 2: Technology Habits

Speak

A: How often do you use a laptop?

B: I often use a laptop.

A: Why do you use the internet?

B: Because I ..... .

Think & Give a Reason

I think screen breaks are important because they help protect our eyes and manage our time better.



My answer:

.....

.....

Extra Practice

• Technology Habits

1. Complete:

Sara ..... (*use*) her computer every day.

2. Put the adverb in the correct place:

I use my phone in bed. (*never*) → ..... .

3. Choose:

I search online (*because / then*) I need information.

4. Complete with *and, but, because, so, or then*:

I finish my homework, ... I watch a video.

5. Write one sentence about *how often you use a laptop or tablet*:

.....

Lesson 3: Online Safety & Responsibility

INQUIRY QUESTION ?

What should we do to stay safe online?

Answer the following questions

1. Is it safe to talk to strangers online? Why/Why not?

.....

2. What information should stay private?

.....

Read



Using the internet is useful, but we must be careful. Students use phones and computers to learn, play and talk to friends. They should not share personal information online because it can be dangerous. It is important to respect others and be kind on social media. We should also limit screen time and take breaks. Good online behavior helps us stay safe.



Lesson 3: Online Safety & Responsibility

Check Understanding

1. Why should students not share personal information?

.....

2. How should we treat other people online?

.....

3. Why should we take breaks?

.....

4. Give one safe online rule.

.....

Lesson 3: Online Safety & Responsibility

Extra Practice

• Online Safety

1. Choose the safe action:

a) share your password

b) keep personal information private

c) talk to strangers

2. Complete:

We should be ..... to other people on social media.

3. True or False:

It is a good idea to take breaks from screens.

4. Write one thing you should not share online:

.....

5. Give one reason why online safety is important:

.....

Lesson 4: Project - My Technology Use

WRITING GOAL

Write 5–7 sentences about how you use a phone, laptop or tablet.

Model

I use my phone every day. I usually use it after school. I search for information and send messages. I sometimes watch short videos, but I do my homework first. I do not share personal information online because I want to stay safe. I stop using my phone before sleeping.

Useful Language

- I always/usually/often/sometimes/never…
- I use it to…
- I do not… because…

Plan

Which device do you use?

.....

How often do you use it?

.....

What do you do with it?

.....

What is one safe habit?

.....

Lesson 4: Project - My Technology Use

Write

.....

.....

.....

.....

.....

Lesson 4: Project - My Technology Use

Extra Practice

• My Technology Use

1. Complete with an adverb of frequency:

I ..... use my phone after school.

2. Complete:

I use my laptop to ..... .

3. Write one safe habit using do not: ..... .

4. Join with because:

I take screen breaks. They help me rest. → ..... .

5. Write one sentence about *balanced technology use*:

.....

Unit 3 Smart Technology Habits

REAL-LIFE TASK



Create a mini-guide with safe and balanced technology habits.

Your Product Must Include

- three safe online rules
- two time-management habits
- one reason using because
- one positive use of technology

Language Bank



We should…

We should not…

I think… because…

Technology can help us…

Plan

My title / goal:

.....

My key information:

.....

My reason:

.....

Share

Present your work to a partner or small group.

Unit 3 Assessment Corner

A. Vocabulary

1. I use a ..... to type my homework.

a) laptop b) festival c) smoothie d) dentist

2. Do not share personal ..... online.

a) information b) vegetables c) directions d) customs

3. The time you spend using screens is called ..... time.

a) screen b) park c) bank d) sleep

B. Language

1. She ..... videos after school.

a) watch b) watches c) watching

2. I ..... use my phone in bed.

a) never b) am c) is

3. I take a break ..... too much screen time is tiring.

a) because b) then c) or

C. Reading

Hassan uses his phone after school. He studies online for one hour. Then he takes a break and spends time with his family. He never shares his address with strangers.

1. How long does Hassan study online?

.....

2. What does he do after that?

.....

3. What information does he keep private?

.....

D. Writing

Write 5 – 7 sentences about "***How I Use Technology Safely***".

.....

.....

.....

.....

.....

Unit 3 Review

Reading & Communication

Read the text:

Youssef uses technology every day, but he tries to use it wisely. He usually uses his laptop for homework and searches online for information. He never shares his passwords or personal information. After thirty minutes of screen time, he often takes a short break. In the evening, he sometimes watches a video with his family, but he stops using his phone before he goes to sleep.

1. What does Youssef use his laptop for?

.....

2. What information does he never share?

.....

3. What does he do after thirty minutes of screen time?

.....

4. When does he stop using his phone?

.....

5. **Think & Give a Reason:**

Which of Youssef's habits is most useful for you? Why?

.....

Integrated Practice & Writing

1. Write one sentence using ***always*** or ***usually***.

   .....

2. Write one sentence using ***never***.

   .....

3. **Join the ideas with because:** I take screen breaks. They help me rest.

   .....

4. Writing: Write 5 – 7 sentences about your technology habits. Include what devices you use, how often you use them, one safe habit, and one balanced habit.

   .....

   .....

   .....

5. Check Your Progress:

I can talk about technology routines. □

I can use adverbs of frequency. □

I can explain online safety. □

I can write about my technology use. □

REVIEW Units 1–3

REVIEW GOAL

Use what you learned about friends, town places and technology in new situations.

• Vocabulary & Language

1. **Choose:** I use a (*laptop / library / hospital*) to search for information.
2. **Complete:** Sara ..... (*use*) her computer every day.
3. **Put the adverb in the correct place:** I use my phone in bed. (*never*) → ..... .
4. **Choose:** I search online (*because / then*) I need information.
5. **Complete with *and, but, because, so, or then*:**
   I finish my homework, ... I watch a video.
6. **Choose the safe habit:** (*share your password / keep personal information private / talk to strangers*).
7. **Complete:** We should be ..... to other people on social media.
8. **Write one sentence about how often you use technology:**
   .....

Choose the correct answer:

1. A person in your class is a ..... .

a) classmate b) dentist c) volunteer d) librarian

2. You borrow books from a ..... .

a) bank b) library c) park d) bus stop

3. We use the internet to search for ..... .

a) information b) carrots c) customs d) streets

4. A person who lives near you is a ..... .

a) neighbor b) teacher c) driver d) doctor

5. Do not share personal information with a ..... online.

a) stranger b) classmate c) parent d) teacher

Choose the correct answer:

1. Salma ..... her friend now.

a) helps b) is helping c) helped

2. This street is ..... than that street.

a) long b) longer c) longest

3. He ..... uses his laptop for homework.

a) often b) is c) are

4. They ..... studying now.

a) is b) are c) am

5. The park is the ..... park in our town.

a) big b) bigger c) biggest

• Think & Give a Reason

A new student needs help finding the library. What will you do? **Give a reason.**

.....

.....

Your friend uses a phone for many hours. What advice will you give? **Give a reason.**

.....

.....

• Writing

Write 5–7 sentences about one of these topics:

My Friend / My Town / My Technology Routine.

.....

.....

.....

.....

General Revision

Vocabulary Review

1. Choose:

A person who studies in the same class is a (*classmate / neighbor / librarian*).

2. Complete:

A good friend is ..... and helps other people.

3. Choose:

We borrow books from the (*library / supermarket / hospital*).

4. Complete:

A ..... controls traffic and helps keep people safe.

5. Choose:

I use a (*laptop / bus stop / dentist*) to search online.

6. Complete:

We should keep personal information ..... online.

7. Match:

classmate – library – librarian – laptop – neighbor with their correct meanings.

8. Write one sentence using share and one sentence using supermarket.

..... .

Language Review

1. Complete:

The students ..... (*work*) together now.

2. Make negative:

She is helping her friend. → ..... .

3. Complete:

This street is ..... (*long*) than that street.

4. Complete:

This is the ..... (*big*) building in town.

5. Complete:

Omar ..... (*use*) his laptop every day.

6. Put usually in the correct place:

I do my homework on my laptop. → ..... .

7. Join with because:

I help my friend. Friendship is important. → ..... .

8. Correct the mistake:

They is studying now. → ..... .

Reading

- **Read the text:**

Salma is a helpful student who enjoys spending time with her friends. After school, she sometimes goes to the library because she likes reading. The library is closer to her home than the sports center. At home, Salma uses her tablet to do homework and search for information. She never shares personal information online. Today, she is working with two classmates on a project about useful places in their town.

1. Why does Salma sometimes go to the library?

..... .

2. Which place is closer to her home?

..... .

3. What does she use her tablet for?

..... .

4. What does she never share online?

..... .

5. What is she doing today?

..... .

6. Find one comparative adjective and one Present Continuous verb in the text.

..... .

Communication & Real-Life Situations

1. *Your friend is sad.* **Write one kind thing you can say.**

.....

2. Give directions:

Your friend is at the school and wants to go to the library. Use go straight and turn left/right.

.....

3. *A classmate asks for your password.* **What should you say?**

.....

4. Compare two places in your town in one sentence.

.....

.....

5. Tell a partner one thing you are doing now.

.....

6. Tell a partner one technology habit you usually follow.

.....

Think & Give a Reason

- **Choose ONE answer for each situation and give a reason.**

1. A new student is alone.

a) Ignore the student

b) Say hello and invite the student to join you

Reason: .....

2. You do not know the way to the hospital.

a) Ask politely for directions

b) Walk without asking

Reason: .....

3. You receive a message from a stranger asking for personal information.

a) Reply

b) Do not share information and tell a trusted adult

Reason: .....

4. Which is more important in friendship: listening or sharing?

Give a reason and an example.

.....

Writing & Self-Assessment

- **Writing Task:**

Write 7–9 sentences about your daily life.

Include: • a friend or helpful person • a place in your town • one comparison • a technology habit • one safety habit • at least one reason using because.

Plan: Who? .....

Place? .....

Technology? .....

Draft:

.....

.....

.....

.....

- **Self-Assessment:**

I can describe people and friendship. □

I can talk about places and directions. □

I can compare places. □

I can talk about technology habits. □

I can explain safe online behavior. □

I can give reasons for my ideas. □

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