

عنوان الدرس: Conditional Future and Present Unreal ** (الحالات الشرطية التخيلية للحاضر والمستقبل).



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف الأول الثانوي ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الأول الثانوي والمادة لغة انجليزية في الفصل الثاني

قواعد اللغة الإنجليزية في الامتحان النهائي

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مراجعة الاختبار الشامل Eng 102

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ملخص شامل لمسرد مفردات Eng 102 Glossary

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UNIT 6

GRAMMAR (I)

Unreal Present and Future Conditional

تستخدم جمل الشرط الصفري للتعبير عن الحقائق العامة أو قوانين الطبيعة. الشرط يؤدي دائماً إلى نفس النتيجة.

Zero If **Present Simple** **Present Simple** *General truths, habitual actions*
 you heat water, it boils.
 it rains, the ground gets wet.

تحدث جمل الشرط الأول عن مواقف حقيقية وممكنة في المستقبل. الشرط يمكن أن يحدث، والنتيجة ممكنة و منطقية.

First If **Present Simple** **will (can, may) + infinitive** *Real future possibility*
 you study hard, you will pass the exam.
 it rains tomorrow, we will cancel the picnic

تصف جمل الشرط الثاني مواقف افتراضية في المستقبل أو الحاضر. الشرط غير محتمل، والنتيجة متخيلة (تمني).

Second If **Past Simple** **would (could, might) + infinitive** *Unrealistic or hypothetical future*
 I won the lottery, I would travel the world.
 he were here, he could help us.

يستخدم الشرط الثالث لمواقف افتراضية في الماضي. الشرط لم يحدث، لذا النتيجة هي مجرد تخمين (ندم / عبرة).

Third If **Past Perfect** **would (could, might) + have + PP** *Hypothetical past*
 I had gone, I would have met him.
 they had left earlier, they could have caught the train.

Focus of second Conditional

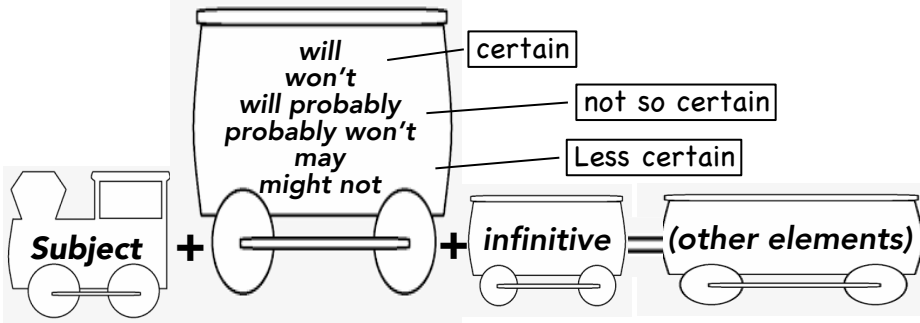
| Rule / Usage | Explanation in Arabic | Example |
|--------------------------------------|---|--|
| Basic Structure | التكوين الأساسي: If + Past Simple, ...would+ Infinitive. (Note: The past tense here does not mean past time, it means "imaginary".) | If I had a map, I would lend it to you. (لو كان لدي خريطة، لأقرضك إياها) |
| Use 1: Imaginary Present | للمواقف الخيالية في الحاضر: نستخدمها عندما نتخيل عكس الواقع الحالي. (أنا لا أملك خريطة الآن). | If I lived near the office, I would be on time. لو كنت أسكن قرب المكتب، لكنت وصلت في الموعد - (لكنني لا أسكن قربه) |
| Use 2: Unlikely Future | للمواقف غير المحتملة في المستقبل: نستخدمها لأشياء من الممكن حدوثها ولكننا لا نتوقع حدوثها فعلاً. | If I won the lottery, I would travel around the world. لو ربحت اليانصيب، لسافرت حول العالم - (احتمال ضعيف جداً). |
| Special Case: "If I were you" | النصيحة: تستخدم عبارة "If I were you" للإعطاء النصيحة بدلاً من "You should". | If I were you, I would study harder. (لو كنت مكانك، لدرست بجدية أكثر). |
| Was vs. Were | استخدام Were: في الحالة الثانية، يفضل استخدام were بدلاً من Was مع جميع الضمائر (he, she, it)، البيان الاستحالة. | If he were rich, he would buy a big house. (لو كان غنياً، لاشترى منزلاً كبيراً). |
| Using Could / Might | استخدام Could أو Might: يمكن استبدال would بـ could (للاستطاعة) أو might (للاحتمالية). | If I had a car, I could drive you home. (لو كانت لدي سيارة، لاستطعت توصيلك للمنزل). |
| Comparison with Type 1 | الفرق عن النوع الأول: النوع الأول (Type 1) للأشياء الممكنة والواقعية. النوع الثاني (Type 2) للأشياء الخيالية أو المستبعدة. | Type 1: If it rains, I will stay home. (Real possibility) Type 2: If it rained candy, I would eat it all. (Imaginary) |

UNIT 6

GRAMMAR (2)

Modals for Possibility

We use modals to express possibility



- The sun will rise tomorrow morning.
- Humans won't colonize Mars by next year.
- "He will probably join us for dinner."
- We may discover new species.
- They may not agree with the changes.
- You might like the new flavor of this ice cream.
- The project might not be completed on time.

We use modal verbs (will, may, might, could) to express possibility about the future.

نستخدم الأفعال المساعدة للتعبير عن الاحتمال في المستقبل.

| Modal | Certainty Level | Example |
|--------------------------------|--------------------------------|---|
| will / won't | 100% certain مؤكد | Scientists will study dreams in the future. |
| will probably / probably won't | 80-90% likely مرجح جداً | It will probably take years to record dreams. |
| may / may not | 50% possible محتمل | We may be able to control dreams one day. |
| might / might not | 30-40% possible أقل احتمالاً | Scientists might not find a cure soon. |
| could | 30-50% possible ممكن | Technology could help us understand dreams. |

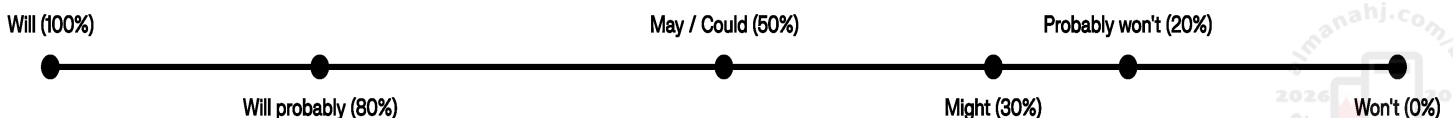
Important Rules | قواعد مهمة:

- Use base form of the verb after modals (NOT "to") | استخدم مصدر الفعل بلا to بعد الفعل الناقص
 ✓ She might come tomorrow. X She might to come tomorrow.
- Do NOT use "could not" for future possibility | لا تستخدم "could not" للاحتمال المستقبلي
 ✓ It might not rain tomorrow. X It could not rain tomorrow.
- "Probably" position: after "will", before "won't" | موضع "probably"
 ✓ He will probably come. ✓ He probably won't come.

Examples | أمثلة:

- The students will study dreams this term. (certain) | سيدرس الطلاب الأحلام هذا الفصل
- They will probably find it difficult. (very likely) | من المرجح أنهم سيجدونه صعباً
- They may have to record their dreams. (possible) | قد يضطرون لتسجيل أحلامهم
- They might not understand their dreams. (less possible) | قد لا يفهمون أحلامهم
- Scientists could discover new things about dreams. (possible) | قد يكتشف العلماء أشياء جديدة عن الأحلام

Certainty Scale | مقياس اليقين:



-ing Forms (Gerunds and Participial Adjectives)

The present participle (-ing form) has several important uses in English.

الصيغة المصدرية (V-ing) لها عدة استخدامات مهمة في اللغة الإنجليزية.

Uses of -ing Forms:

| Use | Explanation | Example |
|---|--|---|
| Participial Adjective (before noun) | Describes a noun يصف اسماً | She had many creative and interesting ideas. He is a hardworking employee. |
| Participial Adjective (after linking verb) | After be, seem, look, sound, appear بعد أفعال الربط | The movie was exciting. Her ideas sound interesting. |
| Gerund (as subject) | Acts as subject of sentence يعمل كفاعل للجملة | Swimming is good for health. Learning English opens doors. |
| Gerund (as object) | After certain verbs بعد أفعال معينة | I enjoy reading books. She avoids eating sugar. |

Examples | أمثلة:

- Not having my phone with me makes me feel anxious. (gerund as subject)
- I'm interested in **becoming** a designer. (gerund after preposition)
- When I see an **amazing** scene, I take a photo. (participial adjective)
- The presentation was **boring**. (participial adjective after be)
- She enjoys **creating** new things. (gerund as object)
- **Working** in a team can be challenging. (gerund as subject)

-ing vs -ed Adjectives | الفرق بين ing و ed:

-ing describes the thing/person causing the feeling: The movie is boring. (causes boredom)

-ed describes the person experiencing the feeling: I am bored. (I feel boredom)

Verbs Followed by Gerund (-ing):

| | | | | | |
|------------|-----------------------|-----------------|--------------------|---------------|-------------------|
| enjoy | يستمتع بـ | finish | ينهي / يُكْمِل | avoid | يتجنب |
| mind | يمنع / يعترض | suggest | يقترح | keep | يستمر في |
| practice | يمارس | consider | يأخذ بعين الاعتبار | imagine | يتخيل |
| deny | ينكر | admit | يعترف | risk | يخطر بـ |
| miss | يفتقد / يفوت | recommend | يوصي / ينصح بـ | dislike | لا يحب / يكره |
| can't help | لا يستطيع منع نفسه من | can't stand | لا يطيق / لا يحتمل | give up | يتخلى عن / يستسلم |
| feel like | يرغب في | look forward to | يتطلع إلى | interested in | مهتم بـ |
| be good at | بارع في / جيد في | be tired of | سئم من / تعب من | — | — |

Forming Adjectives from Nouns

The following suffixes are added to nouns to form adjectives, which add to the meaning of the noun, as follows:

تُضاف اللواحق التالية إلى الأسماء لتكوين صفات تُضيف إلى معنى الاسم كالتالي:

| Suffix | Rule | المعنى | Example |
|--------|------------------|------------|---------------------------|
| -y | having qualities | له صفات - | luck → lucky |
| -al | related to | متعلق بـ | profession → professional |
| -ial | related to | متعلق بـ | industry → industrial |
| -ly | manner | بطريقة | man → manly |
| -ish | like / slight | يشبه | style → stylish |
| -ic | related to | متعلق بـ | economy → economic |
| -able | capable of | قابل لـ | comfort → comfortable |
| -ive | having nature | له طبيعة - | addict → addictive |
| -ent | having qualities | له صفات - | depend → dependent |
| -ous | characterized by | مليء بـ | danger → dangerous |
| -some | causes feeling | يُسبب | trouble → troublesome |
| -ful | full of | مليء بـ | hope → hopeful |
| -less | without | بدون | home → homeless |
| -ar | relating to | متعلق بـ | lun → lunar |
| -ed | having quality | له صفة | wing → winged |
| -ing | causing | يُثير | interest → interesting |
| -en | made from | مصنوع من | wood → wooden |

Examples

- The lucky student won a free trip to Dubai.
- He gave a very professional presentation during the meeting.
- This area is known for its large industrial factories.
- He tried to act in a manly way to impress his friends.
- Her new dress is very stylish and modern.
- The country is facing major economic challenges this year.
- The sofa is so comfortable that I fell asleep on it.
- Some video games can be highly addictive for teenagers.
- Small children are dependent on their parents for everything.
- It's dangerous to drive fast in heavy rain.
- The machine is old and often troublesome.
- She felt hopeful about her upcoming exam.
- The charity helps homeless families find shelter.
- Scientists will study the lunar surface during the mission.
- A winged insect flew into the classroom.
- The documentary was so interesting that I watched it twice.
- They built a wooden bridge across the river.

UNIT 8: LOW-TECH LEARNING

VOCABULARY

| Word | Definition |
|--|--|
| access (noun) - وصول / حق الاستخدام | the opportunity or right to use or enter something |
| acquire (verb) - يكتسب / يحصل على | to get something; to learn or obtain |
| development (noun) - تطور / نمو | growth; the process of improving or advancing |
| intelligence (noun) - ذكاء | the ability to learn about and understand things |
| obvious (adjective) - واضح | clear and easy to see or understand |
| performance (noun) - أداء | how well someone does something |
| physical (adjective) - جسدي / بدني | relating to the body rather than the mind |
| preferable (adjective) - أفضل / مفضل | better; more suitable or desirable |
| former (adjective) - سابق | past; earlier; from before |
| invent (verb) - يخترع | to create something new, usually a product or device |
| addicted (adjective) - مدمن | unable to stop doing something; dependent on |
| come out (verb phrase) - يصدر / يظهر | to become available to buy or use |
| common (adjective) - شائع / عادي | ordinary; usual; happening often |
| confidence (noun) - ثقة | the belief that you can do things well; self-assurance |
| cooperate (verb) - يتعاون | to work with one or more people to achieve a result |
| disadvantage (noun) - عيب / سلبية | something that is not good or causes problems |
| ignore (verb) - يتجاهل | to not pay attention to someone or something |
| sense (noun) - شعور / إحساس | a feeling about something; an understanding |
| trivial (adjective) - تافه / بسيط | not very important or large; insignificant |
| whether (conjunction) - سواء / إذا ما | if; used when expressing a choice or doubt |
| accompany (verb) - يرافق | to go somewhere with someone; to be with |
| animation (noun) - رسوم متحركة | a movie or video made using drawings that move |
| approximately (adverb) - تقريباً | about; roughly; not exactly |
| compete (verb) - ينافس / يتنافس | to try to win or be better than others |
| look into (verb phrase) - يبحث في / يستقصي | to investigate or find out about something |
| transport (verb) - ينقل | to move people or goods from one place to another |
| audience (noun) - جمهور | a group of people who watch or listen to something |
| cooperative (adjective) - متعاون | willing to work with others; easy to work with |
| remain (verb) - يبقى | to stay in a place or condition; to continue to be |
| argue (v) - يجادل / يناقش | to give reasons for or against something in a discussion |
| convenient (adj) - مناسب / مريح | easy to use; fitting well with your needs |
| combination (n) - مزيج / دمج | a mix of two or more things together |
| distracting (adj) - مشتت / ملهي | taking your attention away from what you are doing |
| look up (v phr) - يبحث عن | to search for information (in a book or online) |
| nearby (adv) - قريب / بالجوار | close to a place; not far away |
| material (n) - مادة / خامة | a substance used to make something |
| relevant (adj) - ذو صلة / مناسب | connected to the topic |
| strategy (n) - استراتيجية / خطة | a plan of action to achieve a goal |
| tend to (v phr) - يميل إلى / غالباً ما | to usually do something; have a habit of |

UNIT 8

GRAMMAR (I)

Infinitives of Purpose | المصدر للغرض

An infinitive of purpose answers the question "Why?" and explains the reason for an action.

مصدر الفعل (to + verb) يستخدم للتعبير عن الغرض ويجب على سؤال "لماذا؟" ويشرح سبب الفعل.

Structure | التركيب:

| Form | Position | Example |
|-------------------------|--------------------------------|--|
| to + base verb | Beginning or end | To reach the next level, you have to get five points. |
| in order to + base verb | Beginning or end (more formal) | Players practice daily in order to prepare for competitions. |
| so as to + base verb | Beginning or end (formal) | She studied hard so as to pass the exam. |

Negative Form | الصيغة المنفية:

- *in order not to + base verb*: He left early in order not to miss the train.
- *so as not to + base verb*: She spoke quietly so as not to wake the baby.

Examples | أمثلة:

- To help us find out the truth, we have a psychologist with us today. | لمساعدتنا على معرفة الحقيقة
- Players practice daily to prepare for the competition. | يتدرب اللاعبون يومياً للاستعداد للمسابقة
- Gamers must cooperate with other players in order to play successfully. | يجب على اللاعبين التعاون للعب بنجاح
- She turned off her phone so as not to be disturbed. | أطفأت هاتفها حتى لا يزعجها أحد
- He uses low-tech methods to help students focus better. | يستخدم طرقاً بسيطة لمساعدة الطلاب على التركيز
- I went to the library to study for my exams. | ذهبت إلى المكتبة للدراسة لامتحاناتي

Common Mistakes | أخطاء شائعة:

- X I went to the store for buy milk. → ✓ I went to the store to buy milk.
- X She studies hard for to pass. → ✓ She studies hard to pass. / in order to pass.
- X He exercises to not gain weight. → ✓ He exercises in order not to gain weight.

Note: "to + verb" is shorter and less formal. "in order to" and "so as to" are more formal.

ملاحظة: استخدام "to + الفعل" أقصر وأقل رسمية. أما "in order to" و "so as to" فهما أكثر رسمية.

Adverb Clauses of Contrast | الجمل الظرفية للتعبير عن التناقض

Definition: An adverb clause is a group of words with a subject and verb that acts like an adverb, giving extra information about the verb (time, reason, condition, contrast).

التعريف: الجملة الظرفية هي مجموعة كلمات تحتوي على فاعل وفعل وتعمل كظرف، أي تضيف معلومات عن الفعل مثل الوقت أو السبب أو الشرط أو التناقض.

An adverb clause of contrast introduces an idea that is different from the main clause.
يمكن استخدام الجمل الظرفية للتعبير عن فكرة تناقض الجملة الرئيسية.

Example: He got low grade *although he answered all the questions.*

Contrast Words | كلمات التناقض:

| Word | Meaning | Example |
|-------------------------------|---|---|
| although / even though | despite the fact that بالرغم من أن | Although he has a laptop, he doesn't use it often. |
| though | same as although (less formal) نفس المعنى | He enjoyed the camp, though he found it difficult. |
| while / whereas | shows difference between two things يظهر الفرق | While Abdulla prefers being offline, his brother loves his phone. |
| despite / in spite of | + noun/gerund يتبعها اسم | Despite its complexities, technology is part of our lives. |

Key Rules | قواعد مهمة:

- **Although/Even though/While** + subject + verb (clause) هذه الروابط يأتي بعدها جملة كاملة
- **Despite/In spite of** + noun/gerund (NOT a clause) هذه الروابط يأتي بعدها اسم او فعل + ing
✓ Despite the rain, we went out. X Despite it rained, we went out.
✓ In spite of being tired, he worked. X In spite of he was tired, he worked.
- The contrast clause can come first or second in the sentence. يمكن ان تأتي جملة التناقض في اول او اخر الجملة الرئيسية.
- Use a comma when the contrast clause comes first. ضع فاصلة عندما تأتي جملة التناقض أولا

Examples | أمثلة:

- Even though he has a laptop, he doesn't use it very often.
- Abdulla enjoyed the coding camp although he found some of it difficult.
- While Abdulla prefers being offline, his brother is always on his phone.
- Despite its complexities, technology is an integral part of our lives.
- In spite of the bad weather, they continued the outdoor class.

Despite vs Although:

Despite + noun: Despite the noise, I slept well. |

Although + clause: Although it was noisy, I slept well.

UNIT 8

WRITING

Report Writing | كتابة التقرير

A. Complete the report with the correct phrase:



a healthy tech habits among students.

b using phones and laptops after school

c Technology use

d Technology

Heading

To:
From:
Date:
Subject:

To: The School Principal
From: Noor Salah
Date: 18 March 2024
Subject: The Impact of Technology Use After School

Introduction

- Briefly introduce the topic of the report:
- State the purpose of the report:
- Indicate the sources of information used for the report:

Introduction:

_____1_____ is widespread among our students, especially after school hours. This report aims to explore both the positive and negative effects of _____2_____. The insights presented are based on observations and feedback from students.

Topic sentence:

- Benefit 1:
Provide details and examples:
- Benefit 2:
Provide details and examples:
- Benefit 3:
Provide details and examples:

Pros:

_____3_____ offers several advantages. Firstly, it helps with learning. For example, it can help students continue learning after school. Students can study at their own pace, do online courses, and talk to teachers and friends for schoolwork. Secondly, students can use technology to communicate with their teachers and classmates. This can enhance collaboration and support.

Topic Sentence:

- Disadvantage 1:
Provide details and examples:
- Disadvantage 2:
Provide details and examples:
- Disadvantage 3:
Provide details and examples:

Cons:

However, there are downsides to _____1_____. Too much screen time can cause eye strain and bad posture. It can also distract from homework and make students spend less time with others.

- Summarize the main findings of the report:
- Stress the complexity of the issue and the need for urgent action:
- Make some recommendations (at least one):

Conclusion:

In conclusion, while _____1_____ has its benefits, it also has its demerits. It is important for our school to guide students on the right track. The findings suggest a need for policies that support _____4_____.

More Topics

B. Classify the following sentences into pros and cons of "Social Media" Among Teenagers. Write (pros) or (cons) next to the appropriate sentence.



- a) Excessive use can lead to issues like anxiety and depression due to constant comparison with others
- b) Social media gives a space for self-expression and sharing of personal interests and achievements.
- c) There's a risk of exposure to cyberbullying and other online dangers.
- d) Social media allows teenagers to stay connected with friends and family, especially those who live far away.
- e) It provides a platform for teens to access news, educational content, and global events.
- f) It can be a major distraction from studies and face-to-face interactions.

C. Use the pros and cons given in exercise (B) along with the model in exercise (A) to write a balanced report about the pros and cons of using social media.



UNIT 9

UNIT 9: WORLDS WITHIN WORLDS

VOCABULARY

| Word | Definition |
|---|--|
| advanced (adjective) - متقدم | very modern; recently developed or improved |
| community (noun) - مجتمع | a place where people live; a group of people with similar interests |
| paradox (noun) - تناقض - مفارقة | a situation that is hard to understand because it has two opposite qualities |
| privacy (noun) - خصوصية | freedom to keep personal information secret |
| surrounded (adjective) - محاط | having something all around it; enclosed |
| urban (adjective) - حضري | relating to towns or cities |
| powerful (adjective) - قوي | very strong and effective; able to do a lot |
| rural (adjective) - ريفي | relating to the countryside |
| trend (noun) - اتجاه | a situation that is continuing to change or develop |
| virtual (adjective) - افتراضي | done or seen on the Internet or a computer |
| adapt (verb) - يتكيف | to make or accept changes |
| convenience (noun) - راحة | a thing that makes life easier |
| harvest (verb) - يحصد | to collect food or crops |
| livelihood (noun) - معيشة | how you make money; a way of earning a living |
| means (noun) - وسيلة | methods; ways of doing something |
| rely on (verb phrase) - يعتمد على | to depend on; to trust in |
| survival (noun) - بقاء | staying alive; the state of remaining alive |
| transformation (noun) - تحول | a big change; major alteration |
| typical (adjective) - نمطي | usual; normal; customary |
| utilize (verb) - يستخدم | to make practical use of something |
| aspects (noun) - جوانب | parts of a situation, topic, etc. |
| associated with (verb phrase) - مرتبط ب | related to; connected with |
| attachment (noun) - تعلق | feeling connected to something or someone |
| distinctive (adjective) - مميز | different and easy to recognize; unique |
| historical (adjective) - تاريخي | connected with the past |
| proud (adjective) - فخور | feeling good because you did something well |
| suburb (noun) - ضاحية | area around a big city where lots of people live |
| industrial (adjective) - صناعي | with a lot of factories and industries |
| quality of life (noun phrase) - جودة الحياة | the level of health, comfort and happiness you have |
| surroundings (noun) - محيط | place where someone lives and the things in it |
| bilingual (adj) - ثنائي اللغة | able to speak two languages well |
| flexible (adj) - مرن | able to change easily to fit into new situations |
| mental (adj) - عقلي / ذهني | related to the mind or thinking |
| open (adj) - منفتح | comfortable with; willing to try |
| beneficial (adj) - مفيد | helpful, useful, or positive |
| multicultural (adj) - متعدد الثقافات | including people from different countries |
| accomplish (v) - ينجز | to achieve something after doing it for a long time |
| function (v) - يعمل / يؤدي وظيفة | to work or perform in the correct way |
| boost (v) - يعزز / يزيد | to improve or increase something |
| warn (v) - يحذر / ينبه | to tell somebody about a possible danger or problem |

UNIT 9

GRAMMAR (I)

Direct and Indirect Questions | الأسئلة المباشرة وغير المباشرة

Indirect questions are more polite and put a question inside another sentence.

الأسئلة غير المباشرة أكثر أدباً وتضع السؤال داخل جملة أخرى.

Examples | أمثلة:

| Direct Questions | Indirect Questions (More Polite) |
|---------------------------------------|---|
| What kinds of jobs do people do here? | Do you know what kinds of jobs people do here? |
| What time is it? | Can you tell me what time it is? |
| Where does she live? | Could you tell me where she lives? |
| Is he coming to the party? | Do you know if he is coming to the party? |
| Did she finish the project? | Could you tell me whether she finished the project? |

Key Rules | قواعد مهمة:

• Indirect questions use statement word order (subject + verb), NOT question word order.

✓ Can you tell me where she lives? ✗ Can you tell me where does she live?

• For Yes/No questions, use "if" or "whether" in indirect questions.

Direct: Is he coming? → Indirect: Do you know if he is coming?

• No question mark at the end if the main sentence is not a question.

I don't know where he lives. (statement - no question mark)

• Common introductory phrases: Do you know...?, Can/Could you tell me...?, I wonder..., I'd like to know...

More Examples | مزيد من الأمثلة:

- Where is the bank? → Could you tell me where the bank is?
- How much does this cost? → Do you know how much this costs?
- What time does the store close? → I'd like to know what time the store closes.
- Has the meeting started? → Do you know if the meeting has started?
- Can she speak Arabic? → I wonder whether she can speak Arabic.

Remember: Indirect questions sound more polite in formal situations!

تذكر: الأسئلة غير المباشرة تبدو أكثر أدباً في المواقف الرسمية!

UNIT 9

GRAMMAR (2)

The Present Simple | المضارع البسيط

The present simple is used to talk about things that are true in general, or that happen regularly or all the time. يستخدم زمن المضارع البسيط للحديث عن الحقائق، أو الأحداث التي تحدث بانتظام أو طوال الوقت.

Uses of Present Simple | استخدامات المضارع البسيط:

| Use | Example |
|---|--|
| Habits and routines العادات والروتين | I check my phone every morning. Many teenagers spend hours on social media. |
| General truths and facts حقائق عامة | Water boils at 100°C. Social media connects people worldwide. |
| Permanent situations مواقف دائمة | She works at a hospital. They live in Bahrain. |
| Scheduled events أحداث مجدولة | The train leaves at 8:00 AM. The meeting starts at 3 PM. |

Form of Present Simple | تكوين المضارع البسيط

| Sentence | Subject | Form | Example |
|--------------------|--------------------|---|--------------------------------------|
| Affirmative | I / You / They/ We | <i>base form of the verb (V1)</i> | I live in a big city. |
| | He/ She/ It | <i>base form of the verb + -s or -es (Vs)</i> | She studies hard for her exams. |
| Negative | I / You / They/ We | <i>do not + base form of the verb</i> | He does not like living in the city. |
| | He/ She/ It | <i>does not + base form of the verb</i> | He doesn't like spicy food. |
| Question | I / You / They/ We | <i>do + subject + base form of the verb</i> | Do you work from home? |
| | He/ She/ It | <i>does + subject + base form of the verb</i> | Does he live in England? |

Time Expressions | تعبيرات الوقت

- always, usually, often, sometimes, rarely, never, هذه الظروف تسمى ظروف التكرار و تأتي قبل الفعل الأساسي وبعد be
- every day/week/month, once a week, twice a year توضع هذه الظروف الزمنية عادة في نهاية الجملة و يمكن ان تأتي في البداية

Spelling Rules for Third Person (he/she/it):

| Verb ending | Spelling rule | Example |
|--------------------|---|--|
| -y | Change y to i and add -es, unless the ending is -ay, -ey, -oy or -uy. | study -> studies , play -> plays |
| -s, -sh, -ch or -x | Add -es. | pass -> passes , wash -> washes |
| Other | Add -s. | work -> works , live -> lives |
| Irregular | have → has , be → is , do → does | |

UNIT 9

WRITING

Newspaper Article | مقال صحفي

A. Fill in the spaces in the following model with the appropriate linker.

a. Finally

b. Additionally

c. Consequently

d. First

e. In summary

Title:

Introduction

Background information:
Thesis statement:

Body paragraph 1

Topic sentence:
Supporting idea(s):

Body paragraph 2

Topic sentence:
Supporting idea(s):

Body paragraph 3

Topic sentence:
Supporting idea(s):

Conclusion

Summary sentence:
Final thought:

The Hidden Dangers of Cyberbullying

Cyberbullying is a growing concern in our digital world, affecting many young people. With the rise of social media, cyberbullying has become a serious issue that can happen anytime and anywhere. _____1_____, there is increasing evidence that online communities can affect children and teenagers negatively.

_____2_____, cyberbullying can cause emotional distress and mental health issues. Victims often feel isolated, anxious, and may suffer from depression.

_____3_____, the impact of cyberbullying extends beyond emotional health. It can lead to poor academic performance and decreased school attendance.

_____4_____, cyberbullying can have long-term effects on young people's futures. It can damage self-esteem and confidence, affecting future success.

_____5_____, virtual communities are good in some ways, but they can affect young people's mental and physical health, as well as their future success. Therefore, it's crucial for schools, parents, and students to work together to combat cyberbullying and protect our youth.

Your Task:

Guided Writing

You are going to write a newspaper article about the internet and its positive impact on people. Follow the steps to write a good newspaper article.

Step 1

Headline Creation

B. Unscramble the following headlines and choose one for your article. You can create your own.

a) the Internet / Web Wonders:/ All/ How/ Connects/ Us/

b) Online Oasis:/ Knowledge/ Finding/ on the Internet/ and Fun/

c) for Everyday Life/ as a Tool/ Net Gains:/The Internet/

C. Try writing your own headline here: ↓

UNIT 10: CROSSING CULTURES

VOCABULARY

| Word | Definition |
|--|---|
| abstract (adjective) - مجرد | existing as an idea but not as a real thing; not concrete |
| divide (verb) - يقسم / يفصل | to separate into parts or groups |
| fusion (noun) - دمج / امتزاج | a combination of different things or styles |
| illustrate (verb) - يوضح | to represent or show something; to give an example |
| nation (noun) - دولة / أمة | a country and its people |
| occur (verb) - يحدث | to happen; to take place |
| official (adjective) - رسمي | decided by or coming from the government |
| symbolize (verb) - يرمز | to represent something; to stand for |
| values (noun) - قيم | beliefs about what is important in life |
| vlogger (noun) - منشئ فيديوهات | a person who makes or uploads video blogs |
| stereotype (noun) - صورة نمطية | a fixed idea about a type of person or group |
| valuable (adjective) - قيم | worth a lot of money; very useful or important |
| admire (verb) - يعجب ب / يحترم | to respect and like someone or something |
| case (noun) - حالة / مثال | an instance or example of something |
| debate (noun) - نقاش | a discussion of different opinions |
| influence (noun) - تأثير | the power to affect someone or something |
| meaning (noun) - معنى | what a word or expression means |
| original (adjective) - أصلي | existing from the beginning; not copied |
| offend (verb) - يسيء | to make someone upset or angry |
| particular (adjective) - معين / خاص | specific; relating to one person or thing |
| complicated (adjective) - معقد | difficult to understand or deal with |
| logical (adjective) - منطقي | based on reason and good thinking |
| pronounce (verb) - ينطق | to say a word correctly |
| similarly (adverb) - بطريقة مماثلة | in the same way; likewise |
| translate (verb) - يترجم | to change words from one language to another |
| expression (noun) - تعبير | a phrase or way of saying something |
| predictable (adjective) - يمكن التنبؤ به | able to be expected or predicted |
| replace (verb) - يستبدل | to take the place of something; to substitute |
| suitable (adjective) - مناسب | right or appropriate for something |
| profit (verb) - يستفيد / يربح | to earn money or a benefit from something |
| trade (v) - يتاجر / يبيع ويشترى | a. to buy and sell things |
| brand (n) - علامة تجارية | b. a type of product made by a company |
| impression (n) - انطباع | b. an opinion or idea |
| found (v) - يؤسس / ينشئ | a. to start a company |
| respect (v) - يحترم | b. to treat as important |
| guideline (n) - إرشاد / توجيه | b. a rule to follow |
| sensitive (adj) - حساس | b. careful of others' feelings |

GRAMMAR (I)

Modal Verbs | الأفعال الناقصة المساعدة

What are Modal Verbs? | ما هي الأفعال الناقصة؟

Modal verbs are special verbs that help other verbs to show different meanings. They do not work alone.

الأفعال الناقصة هي أفعال خاصة تساعد الأفعال الأخرى للتعبير عن معانٍ مختلفة. لا تعمل بمفردها أبداً.

Sentence Structure | تركيب الجملة

| Subject | + | Modal | + | Infinitive | + | other elements |
|---------|---|--------------|---|--------------------|---|----------------|
| الفاعل | + | الفعل الناقص | + | مصدر الفعل بدون to | + | باقي الجملة |
| She | | can | | swim | | very well |
| They | | should | | study | | harder |
| He | | must | | finish | | his homework |

Important Grammar Rules | قواعد نحوية مهمة

1. Always followed by base verb (infinitive without 'to') | to يتبعها دائماً الفعل في المصدر بدون 'to'

✓ She must go now. X She must to go / goes / going now.

3. Questions: Modal + Subject + Verb | في السؤال: نقدم الفعل الناقص على الفاعل

✓ Can you help me? ✓ Should I call him?

4. Negatives: Modal + not | بعد الفعل الناقص not في النفي: نضيف

can't / cannot, couldn't, may not, might not, mustn't, shouldn't, won't, wouldn't

Future Possibility — We use *may, might, and could* to talk about things that are possible in the future but not certain.

Example: *I might go there tomorrow.* Another: *We could arrive early if you want, but they may not be ready for us.*

الاحتمال في المستقبل — نستخدم *may / might / could* للتعبير عن احتمال حدوث شيء في المستقبل بدون تأكيد. مثال: *قد أذهب هناك غداً.* ومثال آخر: *قد نصل مبكراً إذا أردت، لكن ربما لن يكونوا جاهزين لنا.*

Important Note: We do **not** use **could not** to talk about future possibility.

ملاحظة مهمة: لا نستخدم **could not** للتعبير عن احتمال مستقبلي.

General Possibility — Use *can* to talk about things that are generally possible or that sometimes happen.

Example: *The winters can be very cold in Russia.*

الاحتمال العام — نستخدم *can* للتعبير عن إمكانية عامة أو شيء يحدث أحياناً. مثال: *يمكن أن يكون الشتاء شديداً البرودة في روسيا.*

Ability — Use *can* to talk about present ability and *could* for past ability. **Example:** *I can see long distances, but I can't read without glasses.*

القدرة — نستخدم *can* للقدرة في الحاضر و *could* للقدرة في الماضي. مثال: *أستطيع رؤية المسافات البعيدة، ولكن لا أستطيع القراءة دون نظارات.*

Obligation — Use *must, have to, and had to* to talk about rules or things that are necessary. **Example:** *We have to obey the law.*

الالتزام / الضرورة — نستخدم *must / have to / had to* للتعبير عن شيء يجب فعله أو قاعدة يجب اتباعها. مثال: *علينا أن نطيع القانون.*

Advice / Recommendation — Use *should* when you want to recommend or advise someone. **Example:** *You should try the soup—it's delicious.*

النصيحة / التوصية — نستخدم *should* لإعطاء نصيحة أو اقتراح. مثال: *يجب أن تجرب الحساء — إنه لذيذ.*

QUICK SUMMARY | ملخص سريع

- ◆ *may / might / could* → Maybe in the future | ربما في المستقبل
- ◆ *can* → Generally possible | ممكن بشكل عام
- ◆ *can / could* → I am able to | أستطيع
- ◆ *must / have to* → It's necessary | ضروري / يجب
- ◆ *should* → It's a good idea | فكرة جيدة / نصيحة

GRAMMAR (2)

The Passive Voice | المبني للمجهول

The passive voice is when the subject of the sentence is not the doer of the action but the receiver of the action.

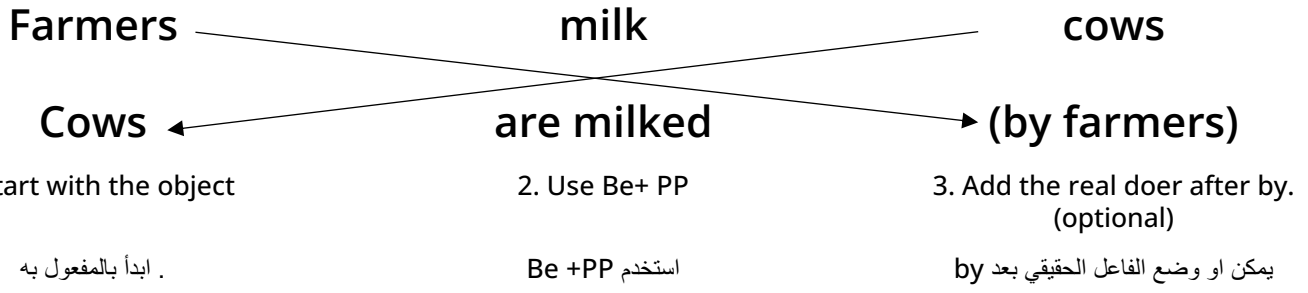
المبني للمجهول هو عندما يكون المسند اليه ليس هو من قام بالفعل، بل هو من وقع عليه الفعل (المفعول به).

- He reads books. (passive) مبني للمعلوم
- Books are read by him. (Active) مبني للمجهول

How to change from active to passive | كيف تحول من المبني للمعلوم الى المبني للمجهول

1. Define the subject, the verb and the object.
2. Begin the sentence with the object.
3. Use part of verb to be (the same as the tense of the main verb)
4. Use the past participle of the main verb after verb to be.
5. Write the agent (the doer) after "by" (optional)

1. حدد الفاعل والفعل والمفعول به في الجملة المبني للمعلوم.
2. نبدأ الجملة الجديدة (المبني للمجهول) بالمفعول به.
3. نستخدم الفعل المناسب من **to be** حسب زمن الفعل الاساسي في الجملة الاصلية.
4. نضع اسم المفعول (**past participle** بعد فعل **"to be"**).
5. نكتب الفاعل بعد كلمة **by** إذا أردنا (اختياري).



في نفس زمن الفعل الاساسي

BE

+

PP

التصريف الثالث من الفعل الاساسي

| | | | | |
|----------------------------|---|--------------|--------------------------------------|---|
| Present simple | am is are | | PP | The book is read by me. |
| Past Simple | was were | | | The book was read by me |
| Present continuous | am is are | <i>being</i> | | The book is being read by me |
| Past continuous | was were | | | The book was being read by me |
| Present perfect | has have | <i>been</i> | | The book has been read by me |
| Past perfect | had | | | The book had been read by me |
| Present perfect continuous | has have | | | The book has been read by me. |
| Future perfect | will have | <i>been</i> | | The book will have been read by me |
| Modals | will would can could shall should must might have to ought to | <i>be</i> | | The book can be read by me. |
| | | | | The book should be read by me. |
| | | | The book must be read by me. | |
| | | | The book might be read by me. | |
| | | | The book could be read by me. | |
| | | | The book would be read by me. | |

UNIT 9



WRITING



Blog Post | مدونة

Read the model and choose the correct answer

Title:

Introduction

- A. Setting the context:
B. two unique symbols:

Body paragraph 1

- A. The first symbol
B. Describe the symbol.
C. Why this symbol is important

Body paragraph 2

- A. The second symbol
B. Describe the symbol.
C. Why this symbol is important

Conclusion

Your final comment:

The Heart of Bahrain: Its Cultural Symbols

Bahrain is _____1_____ place where old traditions and new ways come together. You can _____2_____ its beauty everywhere, from busy markets to peaceful nature. The Bahrain National Emblem and the Dilmun Burial Mounds _____3_____ very important to Bahrain's culture. Let's look deeper at why these two _____4_____ are important.

The Bahrain National Emblem is a symbol with a long history in Bahrain. The emblem _____5_____ a shield with a white stripe with five points over a palm tree, all on a red background. It shows what Bahrain stands for and hopes for. The emblem stands for Bahrain's farming, the five main beliefs of Islam, and the sea. It _____6_____ Bahrain is welcoming, united, and proud of where it is.

The Dilmun Burial Mounds _____7_____ Bahrain's ancient history. These old mounds are left from the Dilmun people, who lived in Bahrain a very long time ago. The mounds are _____8_____ by UNESCO. They show _____9_____ old Bahrain's history is and that life has been there for a very long time.

These two symbols are not just symbols. They remind us of Bahrain's long history. They connect old and new times and _____10_____ people proud of their country.

| | | | | | | |
|-----|---|---------|---|----------|---|-----------|
| 1- | A | a | B | an | C | the |
| 2- | A | saw | B | see | C | to see |
| 3- | A | be | B | is | C | are |
| 4- | A | symbol | B | symbols | C | symbol's |
| 5- | A | have | B | has | C | haves |
| 6- | A | means | B | mean | C | meant |
| 7- | A | shows | B | show | C | to show |
| 8- | A | protect | B | protects | C | protected |
| 9- | A | who | B | how | C | what |
| 10- | A | made | B | make | C | mack |

Note: These exercises for training only and do not necessary follow the exam types of questions

ملاحظة: هذه التمارين مخصصة للتدريب فقط، ولا تتوافق بالضرورة مع نماذج أسئلة الامتحان.

Use the information to write a blog about two of Bahrain's Landmarks.

| Landmark | Description | Importance |
|-------------------------|---|---|
| Bahrain National Museum | <ul style="list-style-type: none"> Located along the Al Fatih Highway in Manama. This museum displays artifacts and exhibits that cover over 6,000 years of Bahraini history. | <ul style="list-style-type: none"> It is the largest and one of the oldest public museums in Bahrain, Crucial for preserving the nation's heritage Educating people about Bahrain's history. |
| Arad Fort | <ul style="list-style-type: none"> A 15th-century fort in Muharraq. Restored to show historical military architecture. | <ul style="list-style-type: none"> Represents Bahrain's strategic historical importance, symbolizing the nation's resilience and its defense capabilities through time. |

