

## كراسة شاملة لمنهج 102 Eng



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

تاريخ إضافة الملف على موقع المناهج: 11:25:41 2026-04-09

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

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

مراجعة الوحدة السادسة Dreams of Mystery The اختبار اللغة الإنجليزية 102

1

الدروس المقررة في مادة اللغة 2025 و 2026م

2

مراجعة الوقفة التقويمية

3

مراجعة نهائية 102 Eng

4

مراجعة اللغة الانجليزية 2

5



KINGDOM OF BAHRAIN  
Ministry of Education  
Shaikh Isa Bin Ali Sec. Boys School



مملكة البحرين  
وزارة التربية والتعليم  
مدرسة الشيخ عيسى بن علي الثانوية للبنين



**English Department**

# My English Booklet

## Eng 102

Prepared by: Grade 10 teachers



<b>Student's name</b>	
<b>Class</b>	
<b>Academic Number</b>	
<b>School Year</b>	2025/2026 - Second Semester

عزيزي الطالب: هذه المذكرة تحتوي على شرح دروس مقرر إنج 102 و غنية بالأنشطة و التدريبات التعزيزية و لا تغنى عن الكتاب المدرسي.

## The content

<b>Unit 6</b>	<b>THE MYSTERY OF DREAMS</b>	<i>Reading about dreams - listening to distinguish fact from opinion – Grammar (Unreal present and future conditionals – Modals of possibility) – Writing a balanced opinion essay.</i>
<b>Unit 7</b>	<b>CREATIVITY AT WORK</b>	<i>Reading about creativity at work - listening for main ideas – Grammar (Gerunds and participial adjectives – Adjectives formed from nouns) – Writing a business letter.</i>
<b>Unit 8</b>	<b>LOW-TECH LEARNING</b>	<i>Reading about using technology at schools - listening for main and specific ideas– Grammar (Infinitives of purpose – Adverb clause of contrast) – Writing a report.</i>
<b>Unit 9</b>	<b>WORLDS WITHIN WORLDS</b>	<i>Reading about real and virtual communities - listening main details and specific words – Grammar (Direct and Indirect questions – The present simple) – Writing a newspaper article</i>
<b>Unit 10</b>	<b>CROSSING CULTURES</b>	<i>Reading about cultural confusion - listening main ideas and to complete notes – Grammar (Modal verbs– The passive voice) – Writing a personal blog post.</i>

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## Class Agreement



**\* Please, read the following points carefully:**

- 1- Respect everyone: your teacher, classmates, administrators, ...etc.*
- 2- Be on time and prepared with all necessary materials.*
- 3- Always follow instructions without arguing or delay*
- 4- Raise your hand to speak and participate positively.*
- 5- Use kind and appropriate language.*
- 6- Do your work on time.*
- 7- No food or drink.*
- 8- Try your best and never be afraid to ask questions.*
- 9- DO NOT SLEEP** in the class.
- 10- MOBILE PHONE** is not allowed in any case.

Student's Name: ----- Class: -----

Signature: ----- Date: -----

# Feedback and Follow-up

Date	Things I've done well	Things I need to improve next time	Student's Comment
----/----/-----	<input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Organization <input type="checkbox"/> Other:	<input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Organization <input type="checkbox"/> Other:	
----/----/-----	<input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Organization <input type="checkbox"/> Other:	<input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Organization <input type="checkbox"/> Other:	
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## Report Guidelines

You have to submit a report about one of the following topics:

- a- The pros and cons of using mobile phones in school*
- b- The advantages and disadvantages of playing videogames*
- c- Cultural confusion.*

2- Your report must include: Title, your name and ID, introduction, paragraphing, conclusion, and references.

3- You can include pictures, videos, posters, audios, etc.

4- Submit your report no later than Saturday 20/03/2026 as it will expire. Any copied project will be deleted.

### **Report Assessment**

<b>Introduction</b>	2
<b>Body content (ideas / creativity / appropriateness)</b>	4
<b>Accuracy and coherence</b>	4
<b>Conclusion and references</b>	2

**Total: ..... / 12**

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### **Examination plan**

	<b>Date</b>	<b>Exam subjects</b>
<b>Test 1</b>	...../...../.....	
<b>Test 2</b>	...../...../.....	

### **Student's score**

<b>Test 1: ..... /25</b>	<b>Parent's signature: .....</b>
<b>Test 2: ..... /25</b>	<b>Parent's signature: .....</b>

# Unit 6 – THE MYSTERY OF DREAMS

Critical Thinking

**L.1 – Reading p.114 / 115 \* Critical thinking – Why do you think scientists study dreams?**

**A) vocabulary: Match the words in the list to their definitions:**

<i>actual (adj)</i>	<i>participant (n)</i>	<i>separate (v)</i>	<i>stage (n)</i>	<i>therapy (n)</i>
<i>extremely (adv)</i>	<i>process (v)</i>	<i>signal (n)</i>	<i>theory (n)</i>	<i>upsetting (adj)</i>

Words	Meanings / definitions	
1-	<i>a person in an activity.</i>	
2-	<i>real.</i>	
3-	<i>to divide</i>	
4-	<i>causing feelings of sadness or worry.</i>	
5-	<i>an idea about why something happens.</i>	
6-	<i>an action that sends a message.</i>	
7-	<i>very.</i>	
8-	<i>to deal with</i>	
9-	<i>a particular time in an event.</i>	
10-	<i>A form of treatment that helps people with problems.</i>	

**B) Read the text on page 115 and decide the statements are T or F or NG:**

- 1- Scientists agree on a theory about why we dream. ( )
- 2- We only dream during REM sleep. ( )
- 3- Dreaming can help us with emotional events in our lives. ( )
- 4- Dreaming is a kind of therapy, according to Walker’s study. ( )
- 5- Missing non-REM sleep makes us sick. ( )

differentiation

**C) Read the text again and answer the following questions:**

- 1- Where was the dream study done? .....
- 2- Who was the lead scientist? .....
- 3- What machine was used? .....
- 4- What was the scientist’s theory? .....

**D) Number the events in the study in the correct order (1-5): The researchers...**

- ..... showed the two groups the same pictures.
- ..... noticed that the group who slept was less affected by the photos.
- ..... divided the participants into two groups.
- ..... concluded that dreaming may help us better deal with emotional events.
- ..... scanned the participants’ brains.

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**\*Start-up:** Do you often remember things or are you forgetful? What kinds of things do you forget? .....

**A) vocabulary: Listen to the words and match them to their definitions:**

<i>absolutely</i> (adv)	<i>ahead</i> (prep)	<i>behaviour</i> (n)	<i>conscious</i> (adj)	<i>painful</i> (adj)
<i>personality</i> (n)	<i>protect</i> (v)	<i>psychology</i> (n)	<i>relationship</i> (n)	<i>situation</i> (n)

words	Meanings / definitions	
1-	to keep something safe.	
2-	the way someone does and says things.	
3-	noticing that something is happening, to be aware.	
4-	the way things are at a specific time and place.	
5-	the study of the mind.	
6-	a friendship between two people.	
7-	in the future, in front.	
8-	certainly.	
9-	what a person is like.	
10-	causing someone to feel hurt or sad.	



**Ex. B) listen and complete the information with the following words:**

<i>absolutely</i>	<i>painful</i>	<i>protect</i>	<i>psychology</i>	<i>relationships</i>
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**Hyperthymesia**



Can you remember what you had for breakfast this morning? A week ago? Ten years ago? Probably not. However, some people can remember ..... every personal event and experience they've had since childhood. They have a rare condition called hyperthymesia. How does hyperthymesia work? We don't know, but many professors of ..... are trying to find out. They want to know how the brains of people with hyperthymesia are different from others. You might think that remembering every detail of your life would be great, but people with this condition also can't forget negative or ..... Memories. Never forgetting fights, for example, could affect your ..... with family and friends. There may be a reason we forget these details. Some say that forgetting such memories may actually ..... us from difficulties and help us to be happier.

**Feedback and Follow-up**

Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.3 – Video p.118 / 119 - Date: .....**

**A) vocabulary: Match the words in the list to their definitions:**

<i>awful (adj)</i>	<i>experience (n)</i>	<i>individual (adj)</i>	<i>pleasure (n)</i>	<i>symptom (n)</i>
<i>depression (n)</i>	<i>experiment (n)</i>	<i>mood (n)</i>	<i>recover (v)</i>	<i>technique (n)</i>

<b>words</b>	<b>Meanings / definitions</b>	
1-	<i>relating to only one person, a place, or thing.</i>	
2-	<i>a sign of an illness or disease.</i>	
3-	<i>a scientific test to find out what happens in a situation.</i>	
4-	<i>a way of doing something.</i>	
5-	<i>a feeling of great sadness.</i>	
6-	<i>something that happens to you.</i>	
7-	<i>a feeling of happiness.</i>	
8-	<i>the way someone feels.</i>	
9-	<i>to become well again.</i>	
10-	<i>very bad.</i>	



**Ex. B) Watch the video and then choose the three main ideas:**

- 1- We might be able to help certain people by turning their memories on and off.
- 2- Ramirez has helped some people with Alzheimer’s disease.
- 3- Ramirez and his team tested their technique on mice.
- 4- The experiment showed that memories don’t affect our mood.
- 5- Turning on a good memory helped mice that had a symptom of depression.



**Ex. C) Watch the video again and write (T) for true and (F) for false:**

- 1- Ramirez and his team have found a way to locate the specific brain cells that contain memories. ( )
- 2- Ramirez and his team can turn those memories on and off in mice. ( )
- 3- Ramirez and his team let mice choose between sugar water and milk. ( )
- 4- Mice that had a symptom of depression chose sugar water most of the time. ( )
- 5- When Ramirez and his team turned on a positive memory for the mice with depression, they chose sugar water 80 percent of the time. ( )
- 6- When Ramirez and his team turned on a good memory over and over again, depression symptoms increased. ( )

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 6A) If 2<sup>nd</sup> conditional

### If + past simple, would/could/might + inf

Present impossibility/Unreal situation	Giving advice
1- If I <u>were</u> a bird, I <u>would</u> fly. 2- If he <u>had</u> money, he <u>would</u> buy a new car. 3- What <u>would</u> you do if you <u>were</u> rich?	If I were you, I would/wouldn't .. 1- Someone is feeling sick (If I were you, I would see the doctor)

- 1- *If you listened carefully, you ..... get the main idea.*  
 a- would                                      b- can                                      c- had
- 2- *If you ..... her a photo, it might help her to remember.*  
 a- show                                      b- showed                                      c- showing
- 3- *If I ..... a millionaire, I would raise money for charities.*  
 a- am                                      b- have                                      c- were
- 4- *If they ..... the thief, they might catch him.*  
 a- see                                      b- saw                                      c- seen
- 5- *We ..... complain if we were responsible for the problem.*  
 a- couldn't                                      b- haven't                                      c- didn't
- 6- *If I forgot an important detail, I might ..... the test.*  
 a- failed                                      b- fail                                      c- failing
- 7- *If she ..... advice, she could ask me for suggestions.*  
 a- would need                                      b- will need                                      c- needed
- 8- *If she ..... to enter the race, we would support her.*  
 a- decides                                      b- decided                                      c- would decide
- 9- *We ..... complain if we were responsible for the problem.*  
 a- wouldn't                                      b- haven't                                      c- didn't
- 10- *We ..... things if they didn't serve a purpose.*  
 a- didn't remember                                      b- wouldn't remember                                      c- can't remember
- 11- *If he ..... your ideas, he would definitely tell you.*  
 a- likes                                      b- would like                                      c- liked
- 12- *I ..... him back if I remembered her number.*  
 a- will call                                      b- called                                      c- would call
- 13- *If he ..... a grocery list, he wouldn't forget items.*  
 a- made                                      b- would make                                      c- would made
- 14- *They could argue all day if they ..... enough time.*  
 a- have                                      b- would have                                      c- had
- 15- *If we ....., we wouldn't dream. (don't sleep – didn't sleep – wasn't sleep)*
- 16- *If she ..... the doctor about her sleep problems, he could help her. (tells/told/telled)*
- 17- *You ..... better if you went to bed earlier. (felt/might feel/might felt)*
- 18- *There ..... less waste in the world if we all recycled more. (would be/will be/was)*

Differentiation

- 19- We could buy a house if we ..... a bit more money. (save/saved/would save)  
 20- If my father's job ..... so stressful, he would be happier. (didn't/wouldn't/wasn't)  
 21- You could still ..... the train if you left now. (catch/caught/ catching)  
 22- I would spend my life traveling if I ..... lots of free time and money. (have/had/was)  
 23- If everyone spoke the same language, we ..... translators.  
 (would need/wouldn't need/won't need)  
 24- What ..... if you were a millionaire? (will you do/do you do/would you do)  
 25- If he had more money, he ..... a lot of people. (would help / will help / helped)

• **Write some sentences using The 2<sup>nd</sup> conditional of If to express unreal situations.**

1- Ali is very poor so he can't buy a new house.

(If .....)

2- The boy can't go to school because he feels sick.

(..... if .....)

• **Write The words in brackets in the correct form.**

1- If we ..... (try) hard, we might be able to control our dreams.

2- You ..... (lose) a good memory if a doctor ..... (make) a mistake.

3- If you ..... (be) violent in your dream, that could be a warning of a future disease.

**Feedback and Follow-up**

Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.5 – Vocab & Listening p.122 / 123 – Date: .....**

**\* Can you think of something that has happened to you or that you have done in the past that affects your behavior today? .....**

**A) Use these phrases to complete the sentences:**

<i>serve a purpose</i>	<i>live in the moment</i>	<i>the distant past</i>
------------------------	---------------------------	-------------------------

1- She decided to put aside her worries and ..... during her vacation.

2- Learning about history helps us understand events from .....

3- Our family photos ..... by preserving our past memories.

**B) Listen to the lecture and choose the three main ideas:**



a- We remember negative memories better than positive memories.

b- Our memories serve a purpose.

c- Our memories of events change over time.

d- Scientists are researching ways to improve memory.



e- Our memories make us who we are.

**C) Listen again. Complete the sentences with words from the lecture:**

- 1- Memory includes things you've done and things you've .....
- 2- Bad memories may stop us from going into dangerous ..... or forming unhealthy ..... with people.
- 3- ..... people remember negative events better than ..... people do.
- 4- Older people generally live in the ..... and focus on positive memories.
- 5- Your past experiences are part of you even if you don't have ..... memories of them.

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.6 – Reading p.124 / 125 – Date:** .....



**\* What do you think the most common topics that people dream about?** .....

.....

**A) vocabulary: Write the correct word next to their definitions:**

<i>accurate (adj)</i>	<i>base on (v phr)</i>	<i>face (v)</i>	<i>identify (v)</i>	<i>record (v)</i>
<i>alternatively (adv)</i>	<i>benefit (v)</i>	<i>frequently (adv)</i>	<i>image (n)</i>	<i>unique (adj)</i>

<b>words</b>	<b>Meanings / definitions</b>	
1-	<i>often.</i>	
2-	<i>special, one of a kind.</i>	
3-	<i>differently.</i>	
4-	<i>to be good for.</i>	
5-	<i>to take note of and store information.</i>	
6-	<i>free from mistake.</i>	
7-	<i>a picture.</i>	
8-	<i>to recognise.</i>	
9-	<i>to form an idea or opinion from specific information.</i>	
10-	<i>to deal with something difficult.</i>	

**B) Read the text on page 125 and answer the following questions:**

- 1- What is the main challenge associated with dreams that the text mentions?  
.....
- 2- How have some scientists been working on solving the challenge of remembering dreams?  
.....
- 3- What did scientists Yukiyasu Kamitani do to record images from dreams, and what surprising result did he achieve?



4- What did Daniel Oldis and David Schnyer attempt to record in dreams, and how did they measure it?

5- What potential benefits are mentioned for recording and watching our dreams?

**C) Scan the article to find the two studies mentioned and then answer the following questions:**

1- When did kamitani do his experiment? .....

2- What machine did he use to scan people's brains? .....

3- What were the names of the researchers who recorded speech in dreams? .....

4- When did they do their experiment? .....

Feedback and Follow-up	
Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.8 – Grammar p.128 /129 – Modals of possibility – Date: .....**

**Unit 6B) Modals of possibility**

CERTAIN / SURE	LIKELY	LESS CERTAIN
will/won't + inf	will probably/ In my opinion- I think – I expect – I believe ... will/won't + inf	may / might / could + inf
* Scientists <b>will</b> study dreams in the future. * They <b>won't</b> stop researching dreams.	* I <b>will probably</b> take a long time to finish the essay. * <b>In my opinion</b> , people <b>won't</b> record their dreams.	* We <b>may be</b> able to record our dreams. * Scientists <b>might not</b> find a way to record dreams.

1- Children will join the club this summer.

- a- certain                      b- likely                      c- less certain

2- I will probably meet my friend tomorrow.

- a- certain                      b- likely                      c- less certain

3- It might rain tomorrow, so it's better to take the umbrella with you.

- a- certain                      b- likely                      c- less certain

4- They won't walk to school. Dad will give them a lift.

- a- certain                      b- likely                      c- less certain

5- In my opinion, she ..... will win the race.

- a- could                      b- may                      c- will

6- Many people ..... probably travel into space soon.

- a- will                      b- may                      c- might



- 7- *Martha is so sick. I'm sure she ..... come to the party.*  
 a- will                      b- won't                      c- might
- 8- *There ..... be robot teachers at schools. It is not certain.*  
 a- will                      b- won't                      c- might
- 9- *Most people ..... probably ..... from home in about 10 years.*  
 a- will/working              b- will/work              c- may/work
- 10- *I usually dream every night, so I ..... probably dream tonight.*  
 a- will                      b- won't                      c- might
- 11- *I expect that the weather ..... be hot tomorrow.*  
 a- will                      b- may                      c- might
- 12- *The meeting ..... be held next week. The manager will be on a business trip.*  
 a- will                      b- won't                      c- might
- 13- *Scientists might ..... dreams in the future.*  
 a- record                      b- recording                      c- recorded
- 14- *There will be robot doctors in hospitals in the near future.*  
 a- certain                      b- likely                      c- less certain
- 15- *The weather forecast says it might rain tomorrow.*  
 a- certain                      b- likely                      c- less certain



**Eng. 102 - Unit 6 - Writing skills- (An Opinion Essay)**

- **Analyze:** Read The opinion essay on page 126 and find out the pros and cons of using self-driving cars.

pros	cons
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

- **electric cars:**

Advantages	Disadvantages
1-They run on electricity. No fuel is required so you can save the money paid for petrol or gas. 2-They are eco-friendly cars as they don't emit pollutants. 3- They need lower maintenance due to an efficient electric motor.	1-The charging stations are not common. This makes it difficult to find a station nearby. 2-The motor horse power and the speed are limited compared to the petrol-powered cars. 3-The battery packs, the body panels and interior parts can be expensive to replace.







8. We may be partially ..... of our dreams, depending on what ..... of sleep we are in.

**B) VOCABULARY REVIEW Complete the dialogue with the words from the box.**

<i>absolutely</i>	<i>experience</i>	<i>frequently</i>	<i>individual</i>	<i>psychology</i>	<i>situation</i>
<i>accurate</i>	<i>experiment</i>	<i>identify</i>	<i>process</i>	<i>relationship</i>	

A: I read an interesting article on a (1) ..... website. It was about an (2) ..... on dreams.

B: What did it say?

A: Well, the study was able to (3) ..... that more than half of the dreams could be associated with an (4) ..... memory. It said that the dreams about the future were (5) ..... related to a past (6) ..... that the person had. The study showed a (7) ..... between dreaming and the part of the brain that can (8) ..... memory. We can put together pieces of past events to make a new scenario about the same (9) ..... in the future, though the dream isn't an (10) ..... representation of the future.

B: That's (11) ..... fascinating!

**C) GRAMMAR REVIEW Read the sentences and underline the option that isn't possible.**

1. We **might** / **won't** / **can't** be able to record dreams in the future.
2. I **will probably** / **probably won't** / **could probably** remember my dreams tomorrow.
3. Scientists **may** / **didn't** / **might** find a way to stop people losing their memories in a few years' time.
4. You **may** / **don't** / **might** feel frightened if you woke up and couldn't move.
5. If scientists **receive** / **receiving** / **received** more money, they could do more research.
6. If Ali turned off his electronics in his bedroom at night, he **might** / **may** / **won't** sleep better.

**D) Put the words in brackets in the right tense or form.**

1. If I ..... (**have**) the latest virtual reality headset, I might explore distant planets from the comfort of my home.
2. If she owned a quantum computer, she could ..... (**solve**) complex problems in seconds.
3. If I had a teleportation device, I ..... (**travel**) to any destination on Earth.
4. If there was more funding available for research, scientists ..... (**make**) groundbreaking discoveries in various fields.
5. If they ..... (**design**) a universal translator, they might understand and ..... (**communication**) with people from any culture effortlessly.

<b>Feedback and Follow-up</b>	
<b>Things I have done</b>	<b>Things to be improved</b>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 7 – Creativity at work

**L.1 – Reading p.136 / 137 – Date:** .....

**Introduction:** *What does creativity mean to you?* .....

**A) vocabulary: Complete the sentences with the correct form of the words:**

<i>aim</i> (v)	<i>complain</i> (v)	<i>employee</i> (v)	<i>hire</i> (v)	<i>think of</i> (phr)
<i>analyse</i> (v)	<i>data</i> (n)	<i>experiment</i> (v)	<i>solve</i> (v)	<i>value</i> (v)

1. When companies want to ..... someone, they often advertise the job online.
2. The first iPhone ..... the problem of carrying a phone, a music player, and a camera.
3. When you ..... a good idea, write it down before you forget it.
4. Most companies ..... to increase sales from year to year.
5. Ice-cream companies often ..... with new flavors to increase sales.
6. It is important to ..... customer needs before opening a new business.
7. My boss ..... creativity in the people she works with.
8. .... at Google get free food and gym classes.
9. Your smartphone keeps a lot of ..... about you, such as the websites you've visited.
10. When customers ..... about something unhappy, it is often best to just listen to them.

**B) Read the text on page 137 and choose the three main ideas:**

- 1- Grab drivers are creative.
- 2- Companies use creativity to solve problems.
- 3- Grab offers a variety of services to its customers.
- 4- There are steps companies can take to be more creative.
- 5- Creative companies can improve their customers' lives.

**Differentiation**

**C) Read the text again and answer the following questions:**

- 1- How does the text define creativity in a business context?  
.....
- 2- Which firm is mentioned as a model of innovative problem-solving? .....
- 3- How do innovative businesses boost their creativity?  
.....

**D) Write some sentences using the words in the box.**

creativity	aim	complain	employee	hire
------------	-----	----------	----------	------

- 1- .....
- 2- .....
- 3- .....

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.2 – Vocab & Speaking p.138 / 139 – Date: .....**



**A** Discuss the questions with your class.

1. What are the people in the photo doing? What do you think about the situation?
2. How many times a day do you check your phone? Do you think you check it too many times? Not enough?

**B) vocabulary: Listen to the words. Then complete the statements with the correct form of the words.**

<i>challenge</i> (n)	<i>device</i> (n)	<i>notice</i> (v)	<i>restrict</i> (v)	<i>sustainable</i> (adj)
<i>delete</i> (v)	<i>look at</i> (v)	<i>period</i> (n)	<i>shocking</i> (adj)	<i>usage</i> (n)

1. According to researchers, most young people spend a ..... amount of time on their phones. Do you think this is true?
2. The results of the experiment were .....
3. Why is it a good idea to ..... the amount of time you use your phone?
4. Have you ever tried a ..... such as exercising every day for a month?
5. Look around the room where you are now. Do you ..... that you've never seen before? What is it?
6. Have you ever used an app to track your daily cell phone .....
7. How often do you ..... old emails or text messages that you don't need any more?
8. Have you ever ..... research related to social media?
9. Which electronic ..... do you use the most a cell phone, a computer, or something else?
10. What time ..... in history do you think is the most interesting?

**L.3– Video p.140 / 141 - Date: .....**

**\*Think: What is wearable technology?.....**

**A) vocabulary: listen and match the words to their definitions:**

<i>agitated</i> (adj)	<i>detect</i> (v)	<i>disabled</i> (adj)	<i>diet</i> (n)	<i>monitor</i> (v)
<i>oncoming</i> (adj)	<i>patch</i> (n)	<i>robber</i> (n)	<i>teleportation</i> (n)	<i>transcend</i> (v)

words	Meanings / definitions
1-	arriving.
2-	a person who uses force to steal things.
3-	the food and drinks that you consume regularly.



4-	overcome.	
5-	travelling by an imaginary, very fast form of transport.	
6-	excited or upset.	
7-	a piece of cloth used to mend a torn or weak point.	
8-	to notice.	
9-	to watch and check on a person or thing.	
10-	having an illness or injury that makes it hard to do things.	

**Ex. B) Complete the sentences with the words from Activity A:**

1. My mother put a ..... over the rip in my jeans.
2. The police arrested the bank ..... and put him in jail.
3. Watch out for that ..... car.
4. There are special machines to ..... your heart rate.
5. My friend becomes very nervous and ..... before every exam.
6. The characters in the science fiction movie moved from one planet to another through .....
7. The doctor advised him to include more protein in his .....
8. Medical tests help to ..... illnesses before they become serious.
9. We have to ..... our differences if we want to work together.
10. The new shop provides full access for ..... customers.



**Ex. C) Watch the video and match the ideas to their solutions:**

Ideas	Ans	Solutions
1- monitors you diet.		a- protect a disabled person.
2- walks for you.		b- communicate with a friend.
3- points you in the right direction		c- not get lost.
4- tells you when a robber is coming.		d- stop feeling tired when walking.
5- monitors blood pressure and heart rate.		e- stay safe from bad people.
6- lets you feel close to someone far away.	1	f- have a healthy weight.

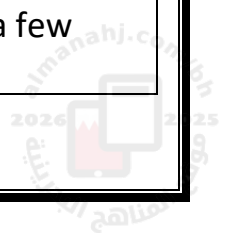
**Feedback and Follow-up**

Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.4 – Grammar p.142 /143 - -ing forms – Date: .....**

**Grammar - Unit 7A) ing - forms**

can be used as an <b>adjective</b>	can be used as a <b>subject</b> or an <b>object</b>
It comes <b>before</b> a noun or a <b>after</b> a linking verb such as: <b>be, look, seem, sound, appear.</b>	<b>*Learning</b> English can be a lot fun. ( <b>subject</b> ) <b>*I avoided playing</b> video games for a few weeks. ( <b>object of a verb</b> )



\*She had many creative and **interesting** ideas. (adj + noun)  
 \*The movie looks **boring**. (linking V + adj)  
 \*Football is an **exciting** sport. (adj + noun)

\* I'm interested in **becoming** more creative.  
 (object of a preposition)

- 1- **The movie looks boring. A lot of spectators are unsatisfied at all.**  
 a- object of a verb      b- adjective + noun      c- linking V + adjective
- 2- **People are satisfied with the amazing performance of the players.**  
 a- Object of a verb      b- adjective + noun      c- linking V + adjective
- 3- **Travelling into space will be common and cheaper in the future.**  
 a- subject of a verb      b- object of a verb      c- adj + noun
- 4- **I am crazy about travelling into space and landing on the moon.**  
 a- LV + adjective      b- object of a verb      c- object of a preposition
- 5- **Coming to work on time makes the manager happy.**  
 b- LV + adjective      b- subject of a verb      c- object of a preposition
- 6- **My brother is crazy about playing video games.**  
 c- noun + adjective      b-object of a verb      c-object of a preposition
- 7- **Children usually like playing with toys.**  
 a- subject of a verb      b-object of a verb      c-object of a preposition
- 8- **Your performance was satisfying for all the attendees.**  
 a- adjective + noun      b-LV + adjective      c- object of a preposition
- 9- **I totally agree with you. Your idea sounds interesting.**  
 a- adjective + noun      b-LV + adjective      c- object of a verb
- 10 - **Kids must avoid watching scary films.**  
 a- object of a preposition      b-object of a verb      c-subject of a verb
11. **Not having my phone with me makes me feel unhappy.** (.....)
12. **When I see an amazing animal or scene, I look astonished.** (.....)
13. **I'm interested in becoming more active in class.** (.....)
14. **This music sounds inspiring.** (.....)
15. **He loves watching horror movies.** (.....)
16. .... is my favorite hobby. (To swimming / Swimming / Swim)
17. He is fond of ..... selfies of himself. (taking / take/ took)
18. We have many ..... things to do during our stay. (interested / interest / interesting)
19. The music in 'scream' sounds really ..... (frighten/ frightening / frightened)
20. Jane loves ..... new people in her travels. (meet, to meeting, meeting)
- 21- They prefer ..... TV to reading books. (watch – watching – to watch)
- 22- We don't like ..... fatty foods. (eat – eating – to eat)
- 23- They are good at ..... pictures. (paint – to paint – painting)
- 24- The way they reacted looked ..... (upset – upsetting – to upset)

### Feedback and Follow-up

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.5 – Vocab & Listening p.144/ 145 - Date: .....**

**A) Introduction / predict:**

- 1- How much time do you think that young people in your country spend on social media each day? .....
- 2- What do they usually use social media for? .....

**B) Use the phrases to complete the questions:**

<i>checking out</i>	<i>stay in touch</i>	<i>out of habit</i>	<i>checking in</i>
---------------------	----------------------	---------------------	--------------------

- 1- How do you ..... with people from your past?
- 2- How long could you go without ..... on your phone?
- 3- What things do you do when you are relaxing or .....?
- 4- Do you look at your phone a lot .....? What else do you do out of habit?



**C) Listen to the radio show and choose the two main ideas:**

- a- Research shows that the amount of time we spend on our cell phones is increasing.
- b- In one study, college students spent an average of 277 minutes a day on their cell phones.
- c- Challenges can help people control their phone usage.

**L.6 – Reading p.146 / 147 - Date: .....**

**\*Introduction: How can you be more creative at school or work? .....**

**A) vocabulary: Match the words from the box to their definitions:**

<i>actively (adv)</i>	<i>effective (adj)</i>	<i>otherwise (adv)</i>	<i>require (v)</i>	<i>trouble (n)</i>
<i>conscious (adj)</i>	<i>increase (v)</i>	<i>product (n)</i>	<i>separate (adj)</i>	<i>work on (v phr)</i>

<b>words</b>	<b>Meanings / definitions</b>	
1-	something that is produced and sold.	
2-	problem/difficulty.	
3-	spend time doing something.	
4-	aware (of something).	
5-	involved in something in a positive way.	
6-	achieving the results you want.	
7-	a word to show if you don't do this, something else will happen.	
8-	need.	
9-	to become bigger in amount or size..	
10-	being or happening in a different place.	

**B) Read the first paragraph on page 147 and answer the following question:**

\* What type of article is this? {a science report / an advice column / a letter to the editor}



**C) Read the article and complete the following tips (main ideas):**

**If you want to think more creatively, .....**

- 1- Go for a .....
- 2- ..... a picture to think about things differently.
- 3- ..... thinking about the problem.

<b>Feedback and Follow-up</b>	
<b>Things I have done</b>	<b>Things to be improved</b>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.8 – Grammar p.150 /151 – Forming adjectives from nouns**

**Date:** .....

## Forming adjectives from nouns

- We can form **adjectives** from **nouns** by adding **suffixes** such as: *y / al / ial / ly / ish / ic / ive / ous / some / able / ful / less / ent / ar / or / en / ing / ed .....etc.*

**Adjectives** come before the noun or after linking verbs.

Noun	Adjective	Noun	Adjective
luck	<i>lucky</i>	economy	<i>economic/economical</i>
profession	<i>professional</i>	flexibility	<i>flexible</i>
industry	<i>industrial</i>	addiction	<i>addictive</i>
nature	<i>natural</i>	production	<i>productive</i>
finance	<i>financial</i>	independence	<i>independent</i>
man	<i>manly</i>	electricity	<i>electric/ electrical</i>
style	<i>stylish</i>	creation/creativity	<i>creative</i>
origin	<i>original</i>	difference	<i>different</i>
persistence	<i>persistent</i>	importance	<i>important</i>
use	<i>usable/useless/useful</i>	interest	<i>interesting/interested</i>
care	<i>careful/careless</i>	shock	<i>shocking/shocked</i>
substance	<i>substantial</i>	success	<i>successful / successive</i>
visit	<i>visitor</i>	infection	<i>infected/infectious</i>
ease	<i>easy</i>	problem	<i>problematic</i>
possibility	<i>possible</i>	difficulty	<i>difficult</i>
wood	<i>wooden</i>	fame	<i>famous</i>
reliability	<i>reliable</i>	passion	<i>passionate</i>
study	<i>studious</i>	poison	<i>poisonous</i>
skill	<i>skilled/skillful</i>	danger	<i>dangerous</i>



talk	<i>talkative</i>	noise	<i>noisy</i>
home	<i>homeless</i>	ambition	<i>ambitious</i>
motivation	<i>motivated</i>	hope	<i>hopeful/hopeless</i>
study	<i>studious</i>	reliability	<i>reliable</i>

1- **Our group project was very .....**

- a- *successful*                      b- *success*                      c- *successive*

2- **To stay ....., some people change jobs every year.**

- a- *creation*                      b- *creative*                      c- *creativity*

3- **Her dress was so .....**

- a- *style*                      b- *styling*                      c- *stylish*

4- **He suffered a lot of ..... to answer the test.**

- a- *difficult*                      b- *difficulty*                      c- *difficulties*

5- **Keep this ..... away from children.**

- a- *poison*                      b- *poisonous*                      c- *poisoning*

6- **Our company's employees are ..... people.**

- a- *profession*                      b- *professional*                      c- *professionalist*

7- **Try not to think about ..... situations.**

- a- *problem*                      b- *problemful*                      c- *problematic*

8- **Employers hope to hire workers with ..... ideas.**

- a- *origin*                      b- *original*                      c- *originate*

9- **The company discussed ..... ways to save money.**

- a- *differing*                      b- *different*                      c- *difference*

10- **Most students are not ..... in writing topics.**

- a- *interest*                      b- *interesting*                      c- *interested*

11- **The news of his death was ..... for us all.**

- a- *shock*                      b- *shocked*                      c- *shocking*

12- **When I study early in the morning, I become more .....**

- a- *product*                      b- *production*                      c- *productive*

13- **The group discussed ..... ways to save money.**

- a- *differ*                      b- *different*                      c- *difference*

• **Write some meaningful sentences using nouns or adjectives:**

- 1- .....
- 2- .....
- 3- .....
- 4- .....
- 5- .....



***Feedback and Follow-up***

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 7 – Writing skills – (An Informal Letter) – Date: .....

\* **Analyze:** Read the letter on page 148 and fill in the table below.

<i>sent from</i>	
<i>sent to</i>	
<i>reason for writing</i>	
<i>tip/step 1/details</i>	
<i>tip/step 2/details</i>	
<i>tip/step 3/details</i>	
<i>tip/step 4/details</i>	
<i>concluding/ closing tips</i>	

\* **A letter model about how to start a business (a supermarket / a restaurant) in Bahrain.**

Hi Salman,

*I hope you're ok! It's great to hear that you're thinking about starting a new business in Bahrain, a **supermarket**, I guess. I'd love to share with you some tips to help you move in the right direction.*

*First of all, you need to think of creative ideas for the supermarket. Try to understand the local market and identify your target customers.*

*Next, it's necessary to make a good business plan. This includes setting your goals, marketing strategies and budget. A good business plan will be your roadmap.*

*After that, you'll have to register your business. Of course, there are forms to fill out and fees to pay. It's a good idea to get some help from The Ministry of Industry and Commerce.*

*Finally, don't forget the power of advertising and marketing. Join local business groups on social media. Creative cooperation will lead to a booming success in business.*

*In short, remember that you may face some challenges when starting your business. However, never give up and keep on going. Learn from your mistakes, and you'll do great! Wishing you the best with your business in Bahrain!*

*Lots of love,*

**Khaled**

\* **Produce:** A friend has written you a letter asking for advice about how to start a new restaurant in Bahrain. Write a letter in which you tell him/her about the steps he/she has to follow.



3. Brainstorming is an ..... way to come up with new ideas.
4. It's a ..... to start a creative business.
5. Did you need to spend a ..... amount of money to create these products?
6. That classroom is ..... at the moment, so we can't use it.
7. Hamza is directing a film, but he was an actor .....
8. Social media ..... is increasing among young people.
9. My smartphone is a ..... that I can't live without.
10. I saw an ad for my favourite make-up company's new .....

**B) VOCABULARY REVIEW** The verbs in bold in these sentences are in the wrong sentences. Write them in the correct sentences.

1. They are going to **improve** ..... someone new to work at the company.
2. Does the business **hire** ..... a lot of money?
3. We need to **analyse** ..... our project soon.
4. I'm thinking of ways to **delete** ..... my number of customers.
5. You should **require** ..... with different ideas.
6. They plan to **increase** ..... the information from the customer questionnaire.
7. Do your customers ever **work on** ..... about your products?
8. What skills does being an artist **experiment** .....
9. Oh, no! I didn't mean to **generate** ..... that file.
10. Can you think of any ways to **complain** ..... my business plan?

**C) GRAMMAR REVIEW** For each pair of sentences below, complete the second sentence with the adjective form of the underlined noun in the first sentence.

1. This table is made of wood. We have lots of ..... furniture in my house.
2. I don't want money or fame. Not all rich and ..... people are happy.
3. Reliability is our motto at work. My colleagues are extremely ..... and always get the job done.
4. I have a deep passion for cooking. I'm ..... about all types of food.
5. My sister studies for at least three hours every night. She is the most ..... person I know.
6. The poison in this snake can be fatal. Fortunately, most snakes aren't .....
7. It takes skill to be successful at my job, so I hope to become a ..... employee after I gain some experience.
8. We had to raise our voice to be heard above the noise in the office. It's hard to get any work done in a ..... workplace.
9. A police officer is used to facing danger. Fighting crime is a ..... profession.
10. My boss and I had a long talk at the meeting. She's a very ..... person.

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 8 – Low-tech learning

**L.1 – Reading p.158 / 159 - Date:** .....

**Prepare: Do you think it's important for young learners to use technology in school?**

**Explain.**.....  
 .....

**A) vocabulary: Write the words next to their definitions:**

<i>access (n)</i>	<i>development (n)</i>	<i>intelligence (n)</i>	<i>obvious (adj)</i>	<i>physical (adj)</i>
<i>acquire (v)</i>	<i>former (adj)</i>	<i>invent (n)</i>	<i>performance (n)</i>	<i>preferable (adj)</i>

words	Meanings / definitions	
1-	<i>growth.</i>	
2-	<i>the ability to do something.</i>	
3-	<i>relating to the body.</i>	
4-	<i>better, more suitable.</i>	
5-	<i>the ability or right to use something.</i>	
6-	<i>clear and easy to see or understand.</i>	
7-	<i>to get, to learn.</i>	
8-	<i>create something new (usually a product)</i>	
9-	<i>the ability to learn about and understand things.</i>	
10-	<i>past, earlier.</i>	

**B) Main Ideas: Read the text on page 159 and complete the summary with these words:**

<i>development</i>	<i>grade</i>	<i>harmful</i>	<i>low-tech</i>	<i>skill</i>
--------------------	--------------	----------------	-----------------	--------------

Some parents think that ed tech is ..... for children. Studies show that ed tech can lower ..... and affect children's physical ..... . Other studies suggest that a focus on ed tech is not teaching children the ..... they need in the future. Because of this, some parents are sending their children to ..... schools.

**C) Write the different practices of each school (a-f) in the correct place:**

- |  |   |
|--|---|
| <p>a- spends a lot of money on ed tech.</p> <p>b- thinks it is preparing students for the future.</p> <p>c- lets students create their own projects.</p> <p>d- limits the amount of ed tech.</p> | <p>e- isn't very focused on tests and grades.</p> <p>f- expects students to sit at desks.</p> <p>g- has students use ed tech to learn.</p> <p>h- often has classes outside.</p> |
|--|---|

<i>Traditional school</i>	<i>Brightworks</i>	<i>Both</i>

### **Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.2 – Vocab & Speaking p.160 161 - Date: .....**

**start-up: Are you a member in a club? What kind of clubs do young people go to?**

.....

.....

**A) vocabulary: Listen to the words. Then match the words with the definitions:**

<i>addicted</i> (adj)	<i>come out</i> (v phr)	<i>common</i> (adj)	<i>confidence</i> (n)	<i>cooperate</i> (v)
<i>disadvantage</i> (n)	<i>ignore</i> (v)	<i>sense</i> (n)	<i>trivial</i> (adj)	<i>whether</i> (conj)

words	Meanings / definitions	
1-	<i>not very important or large, with little value.</i>	
2-	<i>if.</i>	
3-	<i>the belief that you can do things well.</i>	
4-	<i>unable to stop doing something.</i>	
5-	<i>something that isn't good or causes problems.</i>	
6-	<i>a feeling about something.</i>	
7-	<i>to work with one or more people to achieve a result.</i>	
8-	<i>to not pay attention to someone or something.</i>	
9-	<i>ordinary or usual.</i>	
10-	<i>to become available to buy or use.</i>	

**B) Listen and complete the conversation with the correct form of words from**



**activity A:**

**Student:** Did you join any clubs when you were a student, Professor King?

**Professor:** Yes. I was in the computer club. Why do you ask?

**Student:** I'm thinking about joining a video-gaming team, but I don't know ..... it's a good idea. I'm really busy with class assignments.

**Professor:** I think you should do it. Being on a team is a great way to develop certain skills. For example, you have to work with your teammates, so you learn how to ..... with others. Also, winning a competition can give you a strong ..... of success. And it can help build your ..... and make you feel good about yourself.

**Student:** Those are all good points, but I don't know if I have time.

**Professor:** Do you spend any time with friends?

**Student:** No, I'm always studying.

**Professor:** You need to spend time with friends. It's great to work hard, but don't ..... Your social life. You also have to have some fun!

**Student:** Thanks, Professor. I think I'll give it a try.

**Feedback and Follow-up**

Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.3- Video p.162 / 163 - Date:** .....

**\*Start-up: Do you think video games can teach people? Explain.** .....

**A) vocabulary: listen and complete the sentences with these words:**

<i>accompany</i> (v)	<i>approximately</i> (adv)	<i>compete</i> (v)	<i>look into</i> (v phr)	<i>transport</i> (v)
<i>animation</i> (n)	<i>audience</i> (n)	<i>cooperative</i> (adj)	<i>remain</i> (v)	

- 1- I need to ..... the effects of video gaming for my project, so I'm going to learn how to play a few.
- 2- At video game conventions, gamers ..... against each other for prize.
- 3- Everyone in our group was ....., so we finished the project without any problems.
- 4- We need a big truck to ..... all of the company's computer equipment.
- 5- If you don't want to go to the computer repair store, I can ..... you.
- 6- Some games are created for a specific ....., such as people who love sports.
- 7- According to a recent study, ..... 35percent of video game players are 21 to 35 years old.
- 8- Many people ..... in their hometowns their whole life.
- 9- There are many free software programs that help you create .....

**Ex. B) Watch the video about National Geographic Explorer Gautam Shah and decide what type of videogames do you think Shah's company creates?**



**Ex. C) Watch the video again. Write T or F or NG**

1. Shah uses fake data for his games and programs. ( )
2. Shah used GPS data to create an animation about a real lion. ( )
3. Shah's games earn money for wildlife conservation. ( )
4. In Wildeverse, players can find wild animals in their own cities. ( )
5. The animals in Wildeverse are based on real animals in the wild. ( )
6. Wildeverse players earn points for finding animals. ( )

**L.4 – Grammar p.164 /165 - -ing forms – Date:** .....

### Grammar - Unit 8A) Infinitive of purpose

\*When we ask using **why**, we can give the **purpose** by using:

- 1- **to** + base verb
- 2- **in order to** + base verb
- 3- **in order not to** + base verb
- 4- **so as to** + base verb
- 5- **so as not to** + base verb

1- Why are you running?	- <b>To catch</b> the bus to school.
2- Why do you go to the gym?	- <b>In order to lose</b> weight, and to be in shape.
3- Why does he study hard?	- <b>In order not to fail</b> the exam.
4- Why did they go shopping yesterday?	- <b>So as to buy</b> some needs.
5- Why is she talking quietly?	- <b>So as not to wake</b> the baby up. .



**D) Details: Listen again. Complete the notes in the T-chart.**

<i>Cons of playing videogames</i>	<i>Pros of playing videogames</i>
*Some gamers are unhealthy: - don't (1) ..... - eat junk food * Some are anti-social: - no (2) ..... *Some ignore important things: - school, work, (3) ..... *Some are (4) ..... but a trivial number.	* games can develop (5) ..... skills: - find (6) ..... to problems. - make (7) ..... decisions. - follow instructions. - develop (8) ..... * better (9) ..... skills: - strong sense of (10) ..... - more (11) ..... - (12) ..... loneliness.

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.6 – Reading p.168/ 169 – Date: .....**

**(Predict):What do you think the pros and cons of using personal laptops in school might be?**

.....

.....

.....

**A) vocabulary: Complete the sentences with words from the list below.**

<i>argue (v)</i>	<i>convenient (adj)</i>	<i>look up (phr)</i>	<i>nearby (adv)</i>	<i>strategy (n)</i>
<i>combination (n)</i>	<i>distracting (adj)</i>	<i>material (n)</i>	<i>relevant (adj)</i>	<i>tend to (v)</i>

- Smartphones can be ....., which makes them dangerous when driving.
- Types of reading .....in college include textbooks, novels, and articles.
- People ..... check their phones for messages as soon as they get a notification.
- Some people ..... that we rely on technology too much.
- Learning should be ..... to students and give them what they need.
- Scanning a text is one ..... that you can use to improve your reading.
- A smartphone is a ..... of a computer, a camera, and a phone.
- It's easy to ..... the definition of a word in a dictionary.
- Delivery apps make getting food very simple and .....
- If you learn a new language, keep a dictionary .....

**B) Write the paragraph number (2-5) next to its main idea. One idea is extra.**

- There are few advantages to using technology in college. ( )
- Taking notes by hand has some benefits over typing notes. ( )
- There are advantages to using e-books instead of traditional books. ( )
- There are several advantages to typing your notes. ( )
- Using e-books is not always the most effective way to read. ( )

differentiation



**C) Read the sentences and decide if they are T or F or NG:**

- 1- It is easier to buy e-books than traditional books. ( )
- 2- We read better when we read e-books. ( )
- 3- We take notes more quickly when we type them. ( )
- 4- We remember more when we write notes by hand than when we type them. ( )
- 5- If you have questions about your reading material or new words, you should look up the answers while you read. ( )
- 6- You should write your lecture notes by hand and type them later. ( )

<b>Feedback and Follow-up</b>	
<b>Things I have done</b>	<b>Things to be improved</b>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.8 – Grammar p.172 / 173 – Forming adjectives from nouns – Date: .....**

**Grammar - Unit 8B) Adverb clauses of contrast**

<b>While</b>	followed by a <b>subject + verb</b>	<i>While some people believe this is a waste of money, I think it's worth the money.</i>
<b>Although/Though/Even though</b>	followed by a <b>subject + verb</b>	<i>Although I did many sports, I like football the best.</i>
<b>Despite</b>	followed by a <b>noun or gerund</b>	<i>Despite their small size, smartphones are powerful devices. Despite being clever, he failed the final exam.</i>

- 1- ..... *being rich, he is rather unhappy.*  
 a- Although                                      b- Despite                                      c- Because
- 2- ..... *he got up late, he arrived on time for the meeting.*  
 a- Although                                      b- Despite                                      c- Since
- 3- *The children loved the movie ..... It was scary.*  
 a- despite                                      b- so                                      c- though
- 4- ..... *laptops can be expensive, they are very useful.*  
 Despite                                      b- While                                      c- Because
- 5- *They went to school yesterday ..... the heavy rain.*  
 a- although                                      b- despite                                      c- because
- 6- ..... *Ali was sick, he went to school.* (Despite / Although / Because)
- 7- *He managed to climb the mountain ..... the bad weather conditions.*  
 (although / despite / while)
- 8- ..... *some find horror movies very scary, others think they are uninteresting.*  
 (Despite / Because / While)
- 9- *She could not get the job ..... she met all the requirements.*  
 (even though, despite, since)
- 10- ..... *losing her sight, she was able to graduate with distinction.*



(Despite / While / Although)

11- Ahmed couldn't win the race ..... he trained well.

(despite / because / although)

12- I They didn't cancel the match ..... the bad weather.

(despite / though / because)

13- ..... her creativity, she didn't succeed in her business.

(Despite / Although / While)

• **Write some meaningful sentences using contrast connectors:**

- 1- .....
- 2- .....
- 3- .....

**Feedback and Follow-up**

Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**Eng 102 - Unit 8 - Writing (Advantages/Disadvantages - pros and cons Report)**

Date: .....

**\*Read the report on page 170 and fill in the table below.**

sent to	
sent from	
subject about/ purpose	
pros	
cons	
conclusion/ summary	

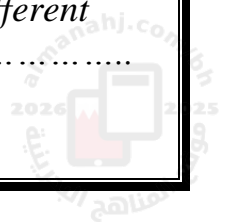
**\* A report model writing**

To: The School Principal  
 From: Noor Salah  
 Date: 20<sup>th</sup> March 2024  
 Subject: The pros and cons of .....



**Introduction**

In recent years, the topic of ..... is becoming more common and is attracting a lot of media attention. This is an important area of discussion because some people support this topic completely as they see that it can have a lot of advantages. Others take a different view. The aim of this report is to examine the positive and negative sides of .....







4. *There is a low-tech school ..... . It's not far from my house.*
5. *It's ..... that technology can help with learning.*
6. *One ..... of laptops is that students don't improve their handwriting.*
7. *I was pleased with my ..... this semester, and I got good grades.*
8. *Do you know ..... we can use an online tool for your presentation?*
9. *I prefer ..... activities to playing video games.*
10. *Tablets are ..... classroom items nowadays.*

**B VOCABULARY REVIEW Match the sentence halves.**

- |  |   |
|--|---|
| 1. <i>I use the internet to look up .....</i>  | a. <i>that students don't need to use technology.</i> |
| 2. <i>It's important to cooperate .....</i>    | b. <i>new information.</i>                            |
| 3. <i>You should ignore .....</i>              | c. <i>the effects of technology on learning.</i>      |
| 4. <i>Some people argue .....</i>              | d. <i>with others when you do group work.</i>         |
| 5. <i>The children tend to .....</i>           | e. <i>laptops for each student.</i>                   |
| 6. <i>We're looking into .....</i>             | f. <i>emails from unknown addresses.</i>              |
| 7. <i>The school is going to acquire .....</i> | g. <i>invent a new educational technology.</i>        |
| 8. <i>Each group should .....</i>              | h. <i>watch videos online after school.</i>           |

**C) GRAMMAR REVIEW Choose the correct option to complete the sentences.**

1. *Although / In order to* Farrah wanted to use her cell phone, she couldn't because it didn't have any battery.
2. *While / To* research information for his project, Ali went to the library.
3. *Despite / While* smartphones can be distracting, they also offer valuable tools for learning when used effectively.
4. *I found the homework difficult while / even though* I understood the theory.
5. *We spent all day in the library although / in order to* complete our class project.

**D) GRAMMAR REVIEW Each of the following sentences contains a mistake. Underline it. Then correct it.**

1. *To achieving your dreams, you must never stop learning.*
2. *In order to making a difference in the world, start by being the change you wish to see.*
3. *Set ambitious goals to inspiring yourself to work harder every day.*
4. *To overcoming obstacles, you need determination and a positive attitude.*
5. *In order to reaching for the stars, you must fi rst reach for your potential.*
6. *To change the world, starting by changing yourself.*
7. *To becomes a great leader, you must learn to serve others with humility.*
8. *In order to success, you must believe in your abilities and never give up.*
9. *To creation a bright future, you need to invest in your education and personal growth.*
10. *Don't be afraid to dream big; the sky is the limit when you works hard.*

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 9 – Worlds Within Worlds

**L.1 – Reading p.180 / 181 – Date:** .....

**Prepare:** *What is a virtual community? Why do you think people join virtual communities?*

.....

.....

.....

**A) vocabulary: Write the words in the box next to their definitions:**

<i>advanced (adj)</i>	<i>paradox (n)</i>	<i>privacy (n)</i>	<i>surrounded (adj)</i>	<i>urban (adj)</i>
<i>community (n)</i>	<i>powerful (adj)</i>	<i>rural (adj)</i>	<i>trend (n)</i>	<i>virtual (adj)</i>

words	Meanings / definitions	
1-	<i>a situation that is continuing to change or develop.</i>	
2-	<i>A place where people live, people with similar interests.</i>	
3-	<i>having something all around it.</i>	
4-	<i>relating to the countryside.</i>	
5-	<i>done or seen on the Internet or a computer.</i>	
6-	<i>relating to towns or cities.</i>	
7-	<i>very strong and effective, able to do a lot.</i>	
8-	<i>very modern, recently developed or improved.</i>	
9-	<i>a situation that has two opposite qualities, hard to understand.</i>	
10-	<i>freedom to keep personal information secret.</i>	

**B) Main Ideas: Read the article and then tick the four main ideas.**

- 1- *It can be hard to connect with other people if you live in a large city.*
- 2- *Virtual communities have a long history beginning in the late 1800s.*
- 3- *Citizen’s Band was an earlier form of communication than cell phones.*
- 4- *Virtual communities have some advantages over real-life communities.*
- 5- *People who join many online communities usually have many friends.*
- 6- *In the future, virtual communities are likely to become more important.*

**C) Write some meaningful sentences using words from Ex. A:**

1- .....

2- .....

3- .....

4- .....

### **Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.2 – Listening p.182 / 183 – Date:** .....

**Do you live close to your family members? What is the benefit of living so close to your family members?**



**A/B) vocabulary: Listen to the words. Then match the words with the definitions:**

<i>adapt</i> (v)	<i>convenience</i> (n)	<i>harvest</i> (v)	<i>livelihood</i> (n)	<i>means</i> (n)
<i>rely on</i> (v phr)	<i>survival</i> (n)	<i>transformation</i> (n)	<i>typical</i> (adj)	<i>utilize</i> (v)

words	Meanings / definitions	
1-	<i>a big change.</i>	
2-	<i>to depend on.</i>	
3-	<i>to make or accept changes.</i>	
4-	<i>a thing that makes life easier.</i>	
5-	<i>how you make money.</i>	
6-	<i>to make practical use of.</i>	
7-	<i>methods, ways.</i>	
8-	<i>usual.</i>	
9-	<i>to collect food or crops.</i>	
10-	<i>staying alive.</i>	

**C) You will hear someone talking about where different members of their family live: Listen and complete each part of the chart with one word.**

Family members	place	Type of home	Description
<i>Parents</i>	<i>Staten (1) ..... in New York.</i>	<i>(2) ..... clapboard house.</i>	<i>Quiet, (3) ..... has a slower pace of life, becoming more (4) .....</i>
<i>Cousins</i>	<i>Bolzano, (5) .....</i>	<i>(6) .....</i>	<i>(7) ..... region in the north, pretty, (8) ..... city</i>

**L.3– Video p.184 / 185 – Date:** .....

**Look at the photo and read the caption. Have you heard of the Inuit? What do you know about Inuit hunters?**.....



**A) Main Ideas: Watch the video. Choose the correct answers.**

1- In what ways are the Inuit hunters' lives changing?



- a- he left                                      b- did he leave                                      c- does he leave
- 2- **When** ..... **to school every day?**  
a- you go                                      b- you can go                                      c- do you go
- 3- **Do you know if** ..... **the bus to Manama?**  
a- did they take                                      b- can they take                                      c- they take
- 4- **What time** ..... **at the club?**  
a- you arrive                                      b- do you arrive                                      c- you arrived
- 5- **Can you tell me why** ..... **the match yesterday.**  
a- they cancelled                                      b- did the cancel                                      c- they did cancelled
- 6- **Do you remember when** ..... **to Dubai.**  
a- do they travel                                      b- they travel                                      c- will they travel
- 7- **Why** ..... **yesterday?**  
a- were you absent                                      b- you absent                                      c- you were absent
- 8- **How** ..... **to school every day?**  
a- They go                                      b- they do go                                      c- do they go
- 9- **Which cloth colour** ..... **to wear?**  
a- he likes                                      b- does he like                                      c- he does likes
- 10- **Can you tell me where** .....  
a- does she live                                      b- she lives                                      c- is she live
- 11- **What kind of jobs** ..... **here?**  
a- do people do                                      b- people do                                      c- do people
- 12- **What** ..... **to do for homework?**  
a- we have                                      b- do we have                                      c- we do have
- 13- **Can you tell me if** ..... **here all your life.**  
a- have you lived                                      b- have lived                                      c- you have lived
- 14- **Can you explain why** ..... **the meeting early.**  
a- did you leave                                      b- you left                                      c- did left
- 15- **How much** ..... **decreased in that time?**  
a- have the sales                                      b- has the sales                                      c- the sales have

Differentiation

Creativity

• **Write some questions using direct and indirect form:**

- 1- .....
- 2- .....
- 3- .....
- 4- .....
- 5- .....

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.5 – Listening & Speaking p.188 / 189 - A) Introduction:**



1- What do you think attracts people to live in your country?

2- Look at the photos in the next page. What might attract people to live in each place?



Marrakech, Morocco



Hong Kong, China



Antigua, Guatemala



Alonissos, Greece

**B) Listen to the words. Match the words with their definitions.**

<i>aspects (n)</i>	<i>attachment (n)</i>	<i>historical (adj)</i>	<i>proud (adj)</i>	<i>suburb (n)</i>
<i>associated with</i>	<i>distinctive (adj)</i>	<i>industrial (adj)</i>	<i>quality of life</i>	<i>surroundings (n)</i>

1. the level of health, comfort and happiness you have: .....
2. related to : .....
3. area around a big city where lots of people live: .....
4. feeling connected to something or some: .....
5. different and easy to recognise: .....
6. place where someone lives and the things: .....
7. connected with the past: .....
8. parts of a situation, topic, etc: .....
9. with a lot of factories and industries: .....
10. feeling good because you did something well: .....

**C) Main Ideas: Listen to the interview. Complete each sentence with no more than 3 words.**

- 1- Place is more than just physical .....
- 2- A sense of place is a person's ..... to place.
- 3- Reasons for having a sense of place:
  - a- The place has a .....
  - b- The place has a strong connection to .....
  - c- The place makes you feel .....
  - d- The place gives you a good .....



<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**\* Start up-Activity - Critical Thinking.**

1- What is the most multicultural city that you know?

.....

2- In what ways might visiting or living in that city be beneficial?

.....

**A) vocabulary: Write the words in the box next to their definitions.**

<i>accomplish</i> (v)	<i>bilingual</i> (adj)	<i>flexible</i> (adj)	<i>mental</i> (adj)	<i>open to</i> (v phr)
<i>beneficial</i> (adj)	<i>boost</i> (v)	<i>function</i> (n)	<i>multicultural</i> (adj)	<i>warn</i> (v)

<b>words</b>	<b>Meanings / definitions</b>	
1-	<i>comfortable with; willing to try.</i>	
2-	<i>including people from different countries.</i>	
3-	<i>able to change easily to fit into new situations.</i>	
4-	<i>helpful, useful, or positive.</i>	
5-	<i>able to speak two languages well.</i>	
6-	<i>related to the mind or thinking.</i>	
7-	<i>to achieve something after doing it for a long time.</i>	
8-	<i>to work or perform in the correct way.</i>	
9-	<i>to improve or increase something.</i>	
10-	<i>to tell somebody about a possible danger or problem.</i>	

**B) Main Ideas: Circle the four statements that summarise the main ideas.**

- 1- Being bilingual is good, but knowing more than two languages is bad.
- 2- Creative people are open to meeting people who work in different jobs.
- 3- It's beneficial to be open to others and to have good executive function.
- 4- Bilingual people earn more money over their careers than other people.
- 5- Past ideas about being bilingual are very different from current ones.
- 6- People who aren't bilingual or bicultural can also improve their abilities.
- 7- It costs a lot of money for somebody to learn to become fully bilingual.
- 8- Being bilingual or bicultural helps people accomplish things in their lives.

**C) Apply: How does the writer support their ideas? Find and underline one example of each method in the reading. Write the paragraph number where the example appears.**

- |                               |                         |
|-------------------------------|-------------------------|
| a. .... With general research | c. .... With an example |
| b. .... With a statistic      | d. .... With a reason   |

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Grammar - Unit 9B) The present simple

مفرد / He / She / It	جمع / I / We / You / They
Affirmative: V + s/es/ies Negative: (Sub. + doesn't + inf) Question: (does + sub. + inf .....?)	Affirmative: infinitive (bare verb) Negative: (Sub. + don't + inf) Question: (do + sub. + inf .....?)
*Social media <b>connects</b> people from all over the world. *She always <b>comes</b> late to work. *It sometimes <b>rains</b> heavily in the winter. *He <b>doesn't like</b> reading fiction. *When <b>does she get</b> up at the weekend?	*Many teenagers <b>spend</b> several hours on social media every day. *We always <b>come</b> to school on time. *How <b>do you usually spend</b> your holiday? * They sometimes <b>visit</b> us at the weekend. *people <b>don't sleep</b> well when it is noisy.

### A) Choose the correct answer:

- 1- How many books ..... you read in a year? (do / does / are)
- 2- She ..... in Florida, but prefers California. (live / lives / living)
- 3- Sally ..... her face every morning. (wash / washing / washes)
- 4- He never ..... math at the weekend. (study / studies / studying)
- 5- My brother ..... a lot of time on social media every night. (spend / spends / spent)
- 6- She always ..... on my posts on Facebook. (comments / comment / commenting)
- 7- Al-Ayyam ..... a Bahraini newspaper. (was / is / are)
- 8- We ..... the Labour Day on May 1<sup>st</sup> every year. (celebrate / celebrates / celebrated)
- 9- People ..... a lot of time on social media. (spend / spends / spending)
- 10- The sun ..... in the east every morning. (rise / rises / rose)
- 11- She doesn't ..... The plants every day. (water / watering / waters)

### B) GRAMMAR: Complete each sentence with the present simple of the verb.

1. Social media ..... (provide) a platform for sharing thoughts and ideas.
2. People ..... (spend) a lot of time on social media every day.
3. Cyberbullying ..... (involve) the use of technology to harm others.
4. She always ..... (comment) on my posts and gives me nice compliments.
5. He ..... (not/share) personal information online to protect his privacy.
6. Many people ..... (be) concerned about their online privacy and data security.

### C) Write some meaningful sentences using contrast connectors:

- 1- .....
- 2- .....
- 3- .....

Feedback and Follow-up	
Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

## Unit 9 – (A Newspaper Article)

- **Analyze:** Read the Newspaper Article on p. 193 and fill in the table with suitable information.

<i>Title</i>	
<i>Why online communities are popular</i>	
<i>What do recent studies and documentaries show?</i>	
<i>Pros of online communities</i>	
<i>cons of online communities</i>	
<i>Summary sentence /final thought</i>	

- ❖ A newspaper article model about cyberbullying and its negative effects on young people.

### Cyberbullying: Its Negative Effects on Young People

*These days, online communities are becoming so popular. Young people often want to join these groups and make virtual friends. As a result, many of them, particularly, in school communities may become victims to cyberbullying.*

*Cyberbullying is very common among young people. It significantly affects school learners. A report released by some psychologists revealed that about 75 % of young people are bullied online. On the other hand, 85% cyberbullying victims were also bullied in school. Bullies prefer these methods because they can successfully hide their identities.*

*One of the negative effects of cyberbullying is the spreading of hatred and negative attitudes towards certain individuals in school communities. Attacks usually aim at humiliating, or embarrassing victims. For example, a cyberbully might post a nude picture of a victim in order to embarrass them. Another thing, young people who experience cyberbullying will usually struggle in school because they are distracted or self-conscious. This will result in poor academic performance.*

*There is no doubt that cyberbullying has become a major issue, especially, in online communities. To reduce this threat, schools need to teach children about cyberbullying dangers and also train teachers on how they should respond when learning about a case of cyberbullying attacks.*



**L.10 – Review & Assessment p.198 / 199 - Date: .....**

**A) Complete the sentences with the words from the box.**

<i>accomplish</i>	<i>beneficial</i>	<i>flexible</i>	<i>powerful</i>	<i>surrounded</i>	<i>virtual</i>
<i>adapt</i>	<i>bilingual</i>	<i>multicultural</i>	<i>privacy</i>	<i>trend</i>	<i>warn</i>
<i>advanced</i>	<i>boosts</i>	<i>paradox</i>	<i>rural</i>	<i>urban</i>	

- 1- Dubai, Sao Paulo, Shanghai, and Toronto are ..... cities. Many people in these cities are ....., and speak different languages at home and at work.
- 2- Doctors ..... that life can be difficult for older people because their bodies and brains become less .....
- 3- Some people argue that going on a “digital fast” can be ..... because not using technology for a period of time ..... their mood.
- 4- You can ..... anything you want if you work hard, but you might need to ..... your routine.
- 5- Some adults worry about the ..... of young people using social media. They think they will lose their right to .....
- 6- Technology is becoming more and more ....., and this creates a ..... by making our lives busier but not easier.
- 7- Some people believe that computers may become so ..... that online ..... communities will become more fun and enjoyable than other ones.
- 8- I prefer a busy ..... area with many people around, but my brother likes quiet and ..... places that are ..... by nature.

**B) GRAMMAR REVIEW Rewrite these direct questions as indirect questions.**

- 1- Have you ever experienced cyberbullying?  
.....
- 2- How do you try to stay safe online?  
.....
- 3- What types of technology do you use daily?  
.....
- 4- What forms of technology could you live without?  
.....

**C) GRAMMAR REVIEW: Choose the correct option to make sentences using the present simple.**

1. I (**encourage** / **encourages**) you to use password to log in to your social media account.
2. Fahad (**do** / **does**) research on the impact of social media on children.
3. When working online, students often (**change** / **changes**) passwords to avoid being hacked.
4. You do not (**works** / **work**) on a private network, so you should be careful to log out when you finish.
5. Instances of cyberbullying (**are** / **is**) easy to report through the school office or the welfare officer.

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



## Unit 10 – CROSSING CULTURES

**L.1 – Reading p.202 / 203 - Date:** .....

\* Critical thinking – *What aspects of culture is your country (Bahrain) famous for?*

**A) vocabulary: Write the words in the box next to their definitions:**

<i>abstract</i> (adj)	<i>divide</i> (v)	<i>fusion</i> (n)	<i>illustrate</i> (v)	<i>nation</i> (n)
<i>occur</i> (v)	<i>official</i> (adj)	<i>symbolize</i> (v)	<i>values</i> (n)	<i>vlogger</i> (n)

<b>words</b>	<b>Meanings / definitions</b>	
1-	<i>a country.</i>	
2-	<i>to represent</i>	
3-	<i>to happen</i>	
4-	<i>to separate</i>	
5-	<i>decided by the government.</i>	
6-	<i>beliefs about what is important in life</i>	
7-	<i>to give an example of; to show</i>	
8-	<i>a combination</i>	
9-	<i>existing as an idea but not as a real thing</i>	
10-	<i>a person who makes or uploads video blogs</i>	

**B) Predict: Skim the text: What do you think the article is about?**

1. A comparison of ways that people from different cultures do thin
2. A description of some of the ways that cultures influence each other.
3. An explanation of how different cultures view food and music.

**C) Main Ideas: Check (✓) the two statements that summarise the main ideas.**

1. People from different countries may have different ways to define culture.
2. Things such as food, music, and language can be symbols of a particular culture.
3. Cultures can influence each other in different ways.
4. The recipe for apple pie has been influenced by many cultures.
5. Portuguese, English, Spanish, and Arabic are all spoken in multiple countries.

**D) Apply: Look for context clues for these words. Choose the correct definition.**

1. **define** (paragraph 1)     *believe / explain / remember*
2. **shape** (paragraph 1)     *experience / influence / introduce*
3. **classic** (paragraph 2)     *delicious and healthy / new but well liked / popular and well known*
4. **regions** (paragraph 2)     *countries or large areas / foods or ingredients / long periods of time*
- 5- **originally** (paragraph 2)     *in the beginning / right now / a little later*

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**L.2– Listening p.204 / 205 - Date: .....**

**\*Start-up: What things interest you about other cultures?**

**A) Listen to the words. Complete the conversations with the correct form of the words.**

<i>admire</i> (v)	<i>debate</i> (n)	<i>meaning</i> (n)	<i>original</i> (adj)	<i>stereotype</i> (n)
<i>case</i> (n)	<i>influence</i> (n)	<i>offend</i> (v)	<i>particular</i> (adj)	<i>valuable</i> (adj)

- A: Does it ..... you when people don't say your name correctly?  
 B: No, not at all. Czeslaw isn't an easy name to say. Also, there aren't many ..... of words beginning with cz in English.
- A: You can't say all girls like the colour pink. It's a .....  
 B: But many girls do. There's not a ..... about that, is there?
- A: I'm just ..... your Turkish carpet. It's very beautiful. Is it worth a lot of money?  
 B: No, but it's very ..... to me because my aunt gave it to me.
- A: What's had the biggest ..... on the food you eat?  
 B: Mmm, my mother's cooking has had a huge effect on me. She's from Italy, so when she cooks traditional Italian dishes, they have a special ..... for me.
- A: I love that vase of yours. It looks very old, too.  
 B: Oh, that. It's nice, isn't it? It's actually modern, but the ..... style is based on a(n) ..... 17th-century design.



**Ex. B) You will hear someone talking about one of her favourite things from another culture. Listen and complete the notes with the words.**

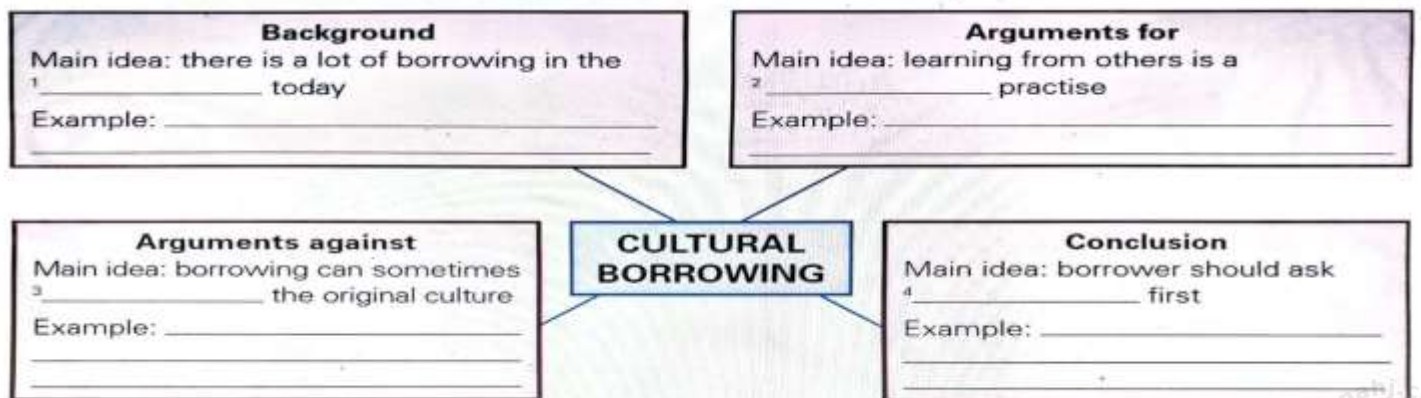
<i>American</i>	<i>Avatar</i>	<i>Japanese</i>	<i>Pokémon</i>
-----------------	---------------	-----------------	----------------

- Favourite thing: (1) ..... anime
- Original films: Akira, (2) ....., Dragon Ball
- Anime is an influence on (3) ..... films: (4) ....., The Lion King.



**L.3 – Video p.206 / 207 - A) Introduction: Do you have friends from other cultures? What have you learned about their culture?**

**Ex. B) Watch the video and complete the ideas in the mind map:**





6- What ..... you do when you were young?

a- can

b- could

c- can't

7- We ..... go to school on Friday. It's a holiday.

a- have to

b- don't have to

c- doesn't have to

8- What do you think? Where ..... we go on holiday?

a- should

b- must

c- need

9- You ..... exceed the speed limit. It's dangerous.

a- need to

b- don't have to

c- mustn't

10- She ..... learn English. There are other languages to choose.

a- has to

b- don't have to

c- doesn't have to

11- Kate is sick. She ..... stay in bed and take some medicine.

a- should

b- have to

c- shouldn't

12- "may/might/could" are used to express .....

a- possibility

b- obligation

c- advice

13- "can/can't/could/couldn't" are used to express .....

a- obligation

b- prohibition

c- ability

14- You look very sick. You ..... see a doctor. (must, should, may)

15- Some customers ..... not like the new decorations. (should, can, might)

16- Drivers ..... follow the traffic laws. (must, should, could)

17- Mariam ..... speak English and Spanish. (can, should, must)

18- ..... we see robot teachers in the future? (Must, Should, Could)

19- You ..... ride the bike on the pavement. It is against the rules. (can /can't/ may)

20- The sign says smoking is not allowed. You ..... smoke. (shouldn't / mustn't / needn't)

- Write some meaningful sentences using modals.



1- .....

2- .....

3- .....

4- .....

5- .....

Feedback and Follow-up	
Things I have done	Things to be improved
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**L.5 – Listening & Speaking p.210 / 211 – Date: .....**

**A) Introduction: Which language do you speak in your country? Why do you think learning other languages is important?** .....

.....

.....



**B) Listen to the words. Choose the correct word to complete each sentence.**

<i>complicated</i> (adj)	<i>logical</i> (adj)	<i>pronounce</i> (v)	<i>similarly</i> (adv)	<i>translate</i> (v)
<i>expression</i> (n)	<i>predictable</i> (adj)	<i>replace</i> (v)	<i>suitable</i> (adj)	<i>version</i> (n)

1. Are there different **versions** / **expressions** of your language spoken by different groups and communities?
2. Is the grammar of your language **suitable** / **complicated**, or is it easy to learn?
3. Saying “I lucked out” to mean “I was lucky” doesn’t seem **predictable** / **logical**. Are there examples in your language of things that don’t seem to make sense?
4. What are the most difficult words to **replace** / **pronounce** in your language? In English, they’re words with lots of consonants together, such as strengths.
5. What’s your favourite **version** / **expression** in your language? In English, mine is “It’s only money” because there are more important things in life.
6. Are there any cases where an English word has **replaced** / **translated** the word usually used in your language?
7. Do you sometimes find it difficult to think of a **suitable** / **logical** word or phrase to describe a feeling?
8. English spelling is not very **predictable** / **complicated**: you can’t say how a word will be spelled just from hearing it. Is it the same in your language?
9. In French, all nouns are either masculine or feminine. **Logically** / **Similarly**, nouns in Italian always have a gender, too. What about in your language?
10. Can you think of a word in your language that you can’t easily **replace** / **translate** into English?

**C) Read the questions below. Then listen to the lecture and write the answers.**



1. Which major languages have influenced by other languages, according to the lecturer?  
.....
2. In which three areas can a dialect be different from the main language?  
.....
3. What is Australian English known for, according to the speaker?  
.....
4. What are two reasons given for one language borrowing a word or expression from another?  
.....
5. What does the expression old timer mean in German? In English?  
.....
6. What does the Korean word dika mean, and what is it an example of?  
.....

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....



**\* Starter: Name some important aspects related to Bahrain culture?**

**A) vocabulary: Choose the correct definition for each word.**

- |                           |                                |   |
|---------------------------|--------------------------------|---|
| 1. <b>profit</b> (v)      | a. to make a difficult choice. | b. to earn money or a benefit.          |
| 2. <b>trade</b> (v)       | a. to buy and sell things.     | b. to move to a new place.              |
| 3. <b>brand</b> (n)       | a. a way to do business.       | b. a type of product made by a company. |
| 4. <b>impression</b> (n)  | a. an event or experience.     | b. an opinion or idea.                  |
| 5. <b>found</b> (v)       | a. to start a company.         | b. to look for something.               |
| 6. <b>respect</b> (v)     | a. to communicate with.        | b. to treat as important                |
| 7. <b>guideline</b> (n)   | a. a product to sell.          | b. a rule to follow                     |
| 8. <b>sensitive</b> (adj) | a. angry about new ideas.      | b. careful of others' feelings          |

**B) Scanning: Match the paragraph number (2-5) with its main idea. One idea is extra.**

- a. .... Foreign branding involves choosing a brand name that sounds like it comes from a culture that customers view positively.
- b. .... If customers feel a brand name does not respect the original culture, they may see the name as cultural appropriation.
- c. .... In theory, cultural globalisation can benefit companies, but in practise, it creates certain challenges.
- d. .... In the past, shoppers in the U.K. and Europe had a positive impression of electronics that were made in Japan.
- e. .... There are easy-to-understand rules that companies can follow when they want to choose an effective brand name.

**C) Skimming: Read the text and write answers to the questions.**

1. What two things are causing cultural globalisation to happen faster?  
.....  
.....
2. Why is it important for companies to be sensitive to the feelings of consumers from multiple cultures? .....
3. What two guidelines should companies follow when choosing a name for their brand or product?.....
4. Why did a Hong Kong clothing company choose a brand name that sounds Italian?  
In this lesson, you will: .....

<b>Feedback and Follow-up</b>	
<b>Things I have done</b>	<b>Things to be improved</b>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas
<input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....





- 13- The first smart phone ..... in 1992. (was invented, invented, is invented)  
 14- The first Olympic Games ..... in Athens, Greece in 1896. (held, are held, were held)  
 15- Nowadays, application letters ..... by email. (send, are sent, are sending)  
 16- The problem ..... yesterday. (solved / is solved / was solved)  
 17- The trees ..... next week. (will plant / will be plant / will be planted)  
 18- The house ..... yet. (hasn't cleaned / hasn't been cleaned / has been cleaned)  
 19- Cars ..... of metal. (have made / are made / were made)  
 20- Letters ..... at the moment. (are sent / are being sent / are sending)  
 Plants ..... every week. (should water / should be water / should be watered)

- Write some meaningful sentences using modals.

creativity

- 1- .....  
 2- .....  
 3- .....  
 4- .....

<b>Feedback and Follow-up</b>	
<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

**Eng. 102 - Unit 10 - Writing skills- (A blog post) - Date: .....**

**\*Analyze:** Read the blog post on p. 214 and fill in the table with suitable information.

<b>Title</b>	
<b>Most beautiful features/symbols</b>	
<b>The first symbol</b>	
<b>Describe the first symbol</b>	
<b>Why this symbol is important</b>	
<b>The first symbol</b>	
<b>Describe the first symbol</b>	
<b>Why this symbol is important</b>	
<b>The writer's final comment</b>	





.....  
.....  
.....  
.....  
.....  
.....  
**L.10 – Review & Assessment p.220 / 221 - Date: .....**

**A) Complete the sentences with the words from the box.**

<i>divide</i>	<i>fusion</i>	<i>nations</i>	<i>official</i>	<i>trading</i>
<i>expressions</i>	<i>impression</i>	<i>occur</i>	<i>symbolise</i>	<i>values</i>

1. Although French is one of Canada's two ..... languages, its pronunciation is different from the French language in France. Some of the ..... are different, too.
2. Some kinds of cooking combine flavours and styles from two or more places. Pacific Rim food, for example, is a ..... of cooking techniques and ingredients from the United States, Peru, Japan, and other .....
3. Stereotypes are common ideas about people from a specific country or group. These ideas are often negative, but they can be positive. For example, being on time and following the rules are positive ....., and many people think these stereotypes ..... people from Germany.
4. Cultural globalisation can ..... when one society influences another through the Internet, food, or international travel. Rather than ..... people, cultural globalization can bring them together.
5. One U.S. company hoped to profit when it began ..... with businesses in Asia and the Middle East. Unfortunately, the name of one of the company's brands gave some people in those regions a negative ..... The woman who founded the company apologized and said her company would replace the brand name in the Middle East.

.....  
**B) VOCABULARY REVIEW Choose the correct option to complete the sentences.**

1. Different versions of Arabic **are spoken** / **speak** in parts of the world.
2. The word **ration** used **to pronounce** / **to be pronounced** like nation, but now it sounds like fashion.
3. Tourists **may** / **should** check local customs before they travel to a place.
4. More cities **must** / **may** become multicultural in the next decades.
5. Students **must** / **have** not use their cell phones to translate words in the English class.
6. Learning a new language **should** / **can** be complicated.
7. A famous artist **was designed** / **designed** a new version of our national dress.
8. It is important that the rules **is** / **are** respected by everyone.

.....  
**C) GRAMMAR REVIEW These sentences are active. Make them passive.**

1. The chef prepares delicious meals for the customers.  
.....
2. The company hired a new manager last month.  
.....

3. I can solve this problem easily.

4. They will finish the project by next week.

• **Fill in the gaps using words from the list**

<b>abstract</b>	<b>divide</b>	<b>fusion</b>	<b>illustrate</b>	<b>nation</b>	<b>occur</b>
-----------------	---------------	---------------	-------------------	---------------	--------------

- 1- The show is a ..... of news and entertainment.
- 2- This type of disease tends to ..... in children under the age of five.
- 3- Truth, happiness and beauty are ..... concepts.
- 4- She will ..... the pie into eight equal pieces.
- 5- The teacher gave us different examples to ..... the unclear point.

• **Fill in the gaps using words from the list**

<b>official</b>	<b>symbolize</b>	<b>values</b>	<b>vlogger</b>	<b>define</b>	<b>regions</b>
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- 1- The coastal ..... are the most advanced and polluted in all nations.
- 2- Your behavior must reflect the ..... you believe in.
- 3- This book aims to ..... what social behavior is.
- 4- He is now excited to be a featured ..... for the website.
- 5- They were accused of spreading some ..... documents.

• **Fill in the gaps using words from the list**

<b>debate</b>	<b>meaning</b>	<b>original</b>	<b>stereotype</b>	<b>case</b>	<b>influence</b>
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- 1- You should take notes in ..... we forget some details.
- 2- I don't need the copy. Please, give me the ..... version.
- 3- His health problems may have some ..... on his decisions.
- 4- I didn't understand the ..... of this phrase.
- 5- The idea that women are bad drivers is still a .....

• **Fill in the gaps using words from the list**

<b>offend</b>	<b>particular</b>	<b>valuable</b>	<b>explore</b>	<b>borrow</b>	<b>argument</b>
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- 1- Students have the right to ..... up to 3 books from the library.
- 2- You have to handle your words in order not to ..... anyone.
- 3- The treasure was full of some ..... objects such as gold and jewels.
- 4- I decided to go out and ..... the city.
- 5- We will read the text to answer some ..... questions.

**Feedback and Follow-up**

<i>Things I have done</i>	<i>Things to be improved</i>
<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....	<input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Handwriting <input type="checkbox"/> Ideas <input type="checkbox"/> Punctuation <input type="checkbox"/> Creativity <input type="checkbox"/> Other: .....

