

Writing Grammar Booklet Eng 102



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة الفصل الثاني

1

مراجعة الوحدة السابعة

2

مراجعة الوحدة السادسة

3

مراجعة الوحدة التاسعة

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مراجعة الوحدة العاشرة

5



REFLECT 10 SEMESTER 2

Eng. 102

Writing & Grammar Booklet

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Unit 6 The Layout of Writing a balanced opinion essay

Introduction

- ☐ Start with a general idea and move from general to specific.
- ☐ Present the thesis statement (the main idea).

Main Body (two paragraphs)

Each supporting **paragraph** should focus on a **single point** or **idea**.

First body paragraph (pros)

- ☐ **Topic sentence** (On one hand, ...)
- ☐ Supporting idea (To begin with, ...)
- ☐ Details (give facts, examples, explanation)
- ☐ Supporting idea (In addition, ...)
- ☐ Details (give facts, examples, explanation)

Second body paragraph (cons)

- ☐ **Topic sentence** (On the other hand, ...)
- ☐ Supporting idea (First, ...)
- ☐ Details (give facts, examples, explanation)
- ☐ Supporting idea (Moreover, ...)
- ☐ Details (give facts, examples, explanation)

Conclusion

- ☐ Summarize your main points. (In conclusion, ...)
- ☐ Give your opinion.

A Balanced Opinion Essay about Recording Our Dreams

Many people are interested in what they see in their dreams and can be highly affected by them. In the future, we may be able to record our dreams. It might be an interesting and exciting thing. However, recording our dreams could have both advantages and disadvantages.

On one hand, recording our dreams may be interesting as we can see what our brains are doing while we are sleeping. It is also fun when we can show other people. Another advantage is that recording our dreams might help us understand ourselves and be more creative. As a result, it might help us solve our problems.

On the other hand, recording our dreams may be embarrassing since we lose privacy and hackers could steal our dreams and show them online. Another disadvantage is that we might pay too much attention to dreams and what they mean. Therefore, we might confuse dreams with reality. Moreover, recording our dreams can be expensive to do.

In conclusion, there are pros and cons for recording our dreams. Although it can be interesting and fun, it may be embarrassing and insecure. It is important to consider the advantages and disadvantages of recording our dreams before trying it.

Unit 7 The Layout of Writing a Letter about How to Start a Business in Bahrain

Greeting/ Salutation:

Hi/ Hello/ Dear

Opening Remarks:

It was good to receive your letter. I'm excited about/ It's great to hear that.../ I hope you're doing well!

Reason of Writing:

It's awesome to hear that you're thinking about starting a creative business in Bahrain. I'd love to share some tips to help you go in the right direction.

Body paragraph 1: Tip/Step 1

- ☐ **Topic sentence 1: First,.....**
- ☐ **Supporting ideas**

Body paragraph 2: Tip/Step 2

- ☐ **Topic sentence 2: Next,.....**
- ☐ **Supporting ideas**

Body paragraph 3: Tip/Step 3

- ☐ **Topic sentence 3: After that,.....**
- ☐ **Supporting ideas**

Body paragraph 4: Tip/Step 4

- ☐ **Topic sentence 4: Finally,.....**
- ☐ **Supporting ideas**

Concluding Paragraph:

- ☐ **Closing tips:**

In short, never forget that starting a business is a journey, and there may be challenges along the way. Just stay persistent and flexible.

- ☐ **Reassuring phrases:**

Learn from your experiences, and you'll do great! Wishing you the best of luck with your creative business in Bahrain!

Saying Goodbye

Signature

**School Principal
Ms. Najiya Mal Allah**

**Vice Principal
Ms. Zainab Nami**

**Prepared by
Ms. Fatema Hasan**

Hi Noor

I hope you're doing well! It's great to hear that you're thinking about starting a new restaurant in Bahrain. I'm so happy to give you some tips to help you keep going in the right direction.

First, you should ask a professional for choosing a catchy name, unique logo, creative menu design, proper location, proficient chef and distinguished website to differentiate yourself from competitors. When customers see your logo or visit your website, they should immediately understand what your restaurant is all about. This will also let you develop your restaurant's brand and identity.

Next, you'll need to put a secure plan for your restaurant. You really need to have a crystalized vision of what you want to do and what you want to achieve. This should outline your goals, financial expectations, marketing strategies, and how you plan to run things daily. A good plan will be your roadmap.

After that, you'll have to register your restaurant with the Ministry of Industry, Commerce, and Tourism in Bahrain. There are forms to fill out and fees to pay. In fact, it's a good idea to get some professional help for this part, too.

Finally, you should advertise your restaurant to attract customers to visit it. Create Facebook, Twitter, and Instagram accounts to share news, photos, and tidbits about your restaurant. Offer a promotion for first-time guests. A free beverage, dessert, or discount on their first bill is an enticing way to attract customers.

In short, never forget that starting a restaurant like any other business is a journey, and there may be challenges along the way. Just stay persistent and flexible. Learn from your experiences, and you'll do great! Wishing you the best of luck with your new restaurant in Bahrain!

Best wishes

Nada

Unit 8 The Layout of writing a Report about Using Technology after School

Heading

- ☐ To:
- ☐ From:
- ☐ Date:
- ☐ Subject:

Introduction

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

Pros

Topic sentence

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

Cons

Topic Sentence

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

Conclusion

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

To: The school principal

From: Mariam Ali

Date: 27th Mar. 2024

Subject: The Pros and Cons of Using Technology after School

Introduction:

Using technology after school is a popular habit among our students, they are engaged in this form of routine day to day. The aim of this report is to examine the positive and negative aspects of using technology after school. The information included herein was collected from different sources, including students and the internet.

Pros:

Using technology after school has many benefits. Above all, using technology after school can help students access educational materials from anywhere in the world. It can also provide a limitless resource for developing their skills. **Some students said** that smartphones and laptops enable them to access course textbooks, class notes and assignments. Moreover, using technology after school assists students to do research, make projects and read at their convenience.

Cons:

Excessive use of technology after school can lead to many problems. To start with, it can cause health issues like eye strain and sleep disorders. Besides, **some students reported** that they are addicted to modern technology. **According to research**, addiction leads to social isolation as they spend less time with friends and family. Worst of all, **some students believe** that technology has also raised concerns about cyber-bullying and screen time. In addition, it has affected their grades. **A few stated** that although their grades are good, they no longer enjoy going to school.

Conclusion:

In summary, using technology among our students is a complex topic. Despite the various benefits, some students seem to be negatively affected. The information collected for this report shows that they need urgent help. I believe that our school must take immediate action to support them.

Unit 9 The Layout of Writing a Newspaper Article about Cyberbullying

Title:

Introduction

- ☐ Background information
- ☐ Thesis statement

Body Paragraph 1

- Topic sentence: **Negative impact 1**
- Supporting ideas

Body paragraph 2

- Topic sentence: **Negative impact 2**
- Supporting ideas

Body paragraph 3

- Topic sentence: **Negative impact 3**
- Supporting ideas

Conclusion

- Summary sentence
- Final thought (**practical solution**)

Cyberbullying and its negative impact on Young People

Young people often spend hours on social media every day, and they believe that sharing personal photos or information online doesn't carry any risks. As a result, young people experience the dangers of cyberbullying and its negative impact on them.

Initially, recent studies have shown that cyberbullying affects the mental health and the social lives of young people. Victims highly feel depressed, angry, anxious, low self-esteem and think about committing suicide. Also, they experience lack of acceptance in their peer groups, which results in loneliness and social isolation.

Additionally, according to a recent documentary about this topic, cyberbullying negatively influence students' academic performance and overall educational experience. Students who suffer from cyberbullying want to avoid school and activities; they get less active in class. As a result, their academic performance drop, and they are more likely to fall back a grade.

Lastly, recent researches make an important point about the effect of cyberbullying on cyberbullies: They state that cyberbullies are more likely than non-bullies to engage in a range of behavior disorders; they are at risk of taking alcohol and drugs, feeling depressed and committing suicide, like their victims. Consequently, it can harm and destroy the whole community.

In conclusion, cyberbullying is a serious issue that causes risks for cyberbullies and their victims, as well as the entire community. Schools and communities should collaborate to prevent cyberbullying. Schools can promote a culture of mutual respect, they should educate students about cyberbullying, its negative impact on others and how to overcome it. Communities can provide information to young people about the legal consequences of cyberbullying.

Unit 10 The Layout of writing a personal blog post about cultural symbols

Title

Introduction:

- ☐ Set the context: Bahrain's most beautiful features.
- ☐ Identify two unique symbols of your culture.

Body Paragraph 1:

- ☐ The first symbol that reflects Bahrain's spirit and history.
- ☐ Describe the symbol.
- ☐ Why this symbol is important.

Body Paragraph 2:

- ☐ The second symbol that represents Bahrain:
- ☐ Describe the symbol.
- ☐ Why this symbol is important.

Conclusion:

- ☐ Your final comment:

Exploring Bahrain's Charm

When you think of Bahrain, you think of all the beautiful things that make it special. These include art, stories, and delicious food, but what really stands out to me are Bahraini Pearls and Bahraini Chicken Machboos. Let's take a closer look at why these two things are so important in showing what Bahrain is all about.

Let's talk about Bahrain's pearls first. Bahrain's pearls are the national icon that represent the past and present of Bahrain. They were and remain to this day internationally famous for their brilliance, purity, and beauty. The best way to explore this history is through the Pearling Path in Muharraq. The path was used by pearl divers during much of Bahrain's history. Bahrain's pearls are like a symbol of Bahrain's strong spirit and history.

Then, Bahraini Chicken Machboos is actually known as the national dish that represents Bahrain. A famous rice dish that is cooked with chicken. The uniqueness of this dish comes from the use of Bharat (a special spice blend) and Loomi (dried lime). The rice and chicken are usually all cooked together, giving the rice a unique flavor too. The rice is sprinkled with a mix of rose water and saffron and served with Daqoos – a green chili-based sauce.

For me, Bahrain's pearls, and Bahraini Chicken Machboos are inseparable symbols of Bahraini heritage. Their ability to preserve Bahrain's identity is truly remarkable. They are old cultural treasures that you can touch and see.

Unit 6

GRAMMAR Unreal present and future conditional

We use unreal present and future conditional to talk about untrue, imagined, or impossible situations and their results in the present or future.

Use the simple past in the if-clause (or condition clause) and would/could/might (not) + verb in the result clause. Could or might show possibility.

- ☐ If we didn't sleep, we wouldn't dream.
- ☐ If she told the doctor about her sleep problems, he could help her.
- ☐ If everyone spoke the same language, we wouldn't need translators.

The if-clause can also come second in a sentence.

- ☐ Our personalities might change if we removed all our memories.

GRAMMAR Modals of possibility

You can use the modals; will, may, might, and could, to express possibility about the future. Use the base form of the verb after a modal.

Use will and won't to talk about things that you think are certain to happen.

- ☐ Scientists will study dreams in the future.
- ☐ They won't stop researching dreams.

Add probably to will if you are not completely certain, but it is likely.

- ☐ It will probably take a long time for scientists to record dreams.
- ☐ We probably won't be able to record our dreams in the next five years.

Use may, may not, might, might not, and could, to talk about things that are less certain to happen.

Note that we don't use could not to talk about the future.

- ☐ We may be able to record our dreams.
- ☐ Scientists might not find a way to record dreams.

Unit 7

GRAMMAR -ing forms

The present participle (-ing form of a verb) has two uses in addition to the present continuous.

Participial adjective: The -ing form can be used as an adjective. It can come before a noun or after a linking verb, such as be, seem, look, sound, or appear.

Gerund: The -ing form can be used as a noun. A gerund can be a subject, an object after a verb, or an object after a preposition.

Use of -ing form	Sentence
subject before a verb	<u>Writing</u> is my favorite hobby.
object after a verb	I love <u>reading</u> books.
object after a preposition	She is interested in <u>drawing</u> .
adjective after linking verb; Be/ seem/ look/ sound/ taste/ remain/ appear	The movie looks <u>boring</u> . This dish seems <u>disgusting</u> . They remained <u>standing</u> all the trip.
adjective before noun	She had many creative and <u>interesting</u> ideas.
adjective after noun	He tells a story of a boy <u>living</u> alone.

GRAMMAR Forming adjectives from nouns

We can **form adjectives** from nouns by **adding suffixes** to a noun.

- ❑ We can add **suffixes** such as **-y, -al, -ial**: **luck-lucky/ profession-professional /industry-industrial**
- ❑ If the **noun** has an **'e'** in the ending, it is **removed** and **-y or -al or -ial** is **added** as a suffix to the **noun** to form **an adjective**: **nature-natural / finance- financial**
- ❑ We can also form **adjectives** by **adding -ly or -ish or -ic** as a suffix to nouns: **man-manly/ style-stylish**
- ❑ If the **noun** has a **'y' in the ending**, it is **removed**, and the suffix is **added** to form an **adjective**: **economy-economic**
- ❑ Sometimes, the **ending of the noun changes** before adding a **suffix** to form an **adjective**: **flexibility-flexible /addiction-addictive /independence-independent /electricity-electric**
- ❑ **Other suffixes** to form **adjectives** from nouns are **-ous -some, -able, -ive, -ble, -ent, -ful, -less, -ar, -ed, -ing, -en**

GRAMMAR Complete the table with the correct adjective from each noun.

Noun	Adjective	Noun	Adjective
creation	<u>creative</u>	care	<u>Careful/ careless</u>
economy	<u>economic</u>	difference	<u>different</u>
flexibility	<u>flexible</u>	finance	<u>financial</u>
origin	<u>original</u>	importance	<u>important</u>
persistence	<u>persistent</u>	interest	<u>interesting</u>
production	<u>productive</u>	shock	<u>shocking</u>
profession	<u>professional</u>	substance	<u>substantial</u>
use	<u>Useful/ useless</u>	success	<u>successful</u>

Unit 8

GRAMMAR Infinitives of purpose

An infinitive of purpose answers the question “Why?” and has the form:

to + base verb or in order to + base verb.

It explains the reason for some action. The infinitive of purpose can go at the beginning or the end of a sentence. In order to is more formal.

- ☐ To reach the next level of the game, you have to get five points.
- ☐ In order to reach the next level of the game, you have to get five points.
- ☐ You have to get five points (in order) to reach the next level of the game.
- ☐ Some people play video games (in order) to exercise their brains.

For the negative, use in order not to + verb.

- ☐ In order not to lose the game, you have to stay on your side.
- ☐ You have to stay on your side in order not to lose the game.

GRAMMAR Adverb clauses of contrast

An adverb clause of contrast introduces an idea that is different from the idea in the main clause.

Adverb clauses of contrast start with a connecting word.

While, although, or even though, are followed by a subject + verb (full sentence).

Despite is followed by a gerund, noun, or phrase.

- ☐ While some believe this is a waste of money, I think it's worth the money.
- ☐ Although I took many classes, I like biology the best.
- ☐ Despite their small size, smartphones are powerful devices that have transformed the modern world.
- ☐ I never understood that theory even though I attended the classes for years.

Note that when the adverb clause comes first in a sentence, a comma separates it from the main clause.

- ☐ Even though he has a laptop, he doesn't use it very often.

Unit 9

GRAMMAR Direct and indirect questions

Indirect questions put a question inside another question, such as

Can you explain . . .? Do you know . . .? This type of question is often more polite.

Direct questions	Indirect questions
Where <u>does he live</u> ?	Can you tell me <u>where he lives</u> ?
<u>Is it very cold</u> there in the winter?	Do you know <u>if it is very cold</u> there in the winter?

Note:

The original question (the question inside the other) has statement word order.

We use a question word such as where, what, or who to introduce wh-questions, and if or whether to introduce yes/no questions.

- When did they buy the house?
- ❑ Do you remember when they bought the house?
- Does their house have a garden?
- ❑ Do you know if their house has a garden?

GRAMMAR The present simple

The present simple is used to describe routines, habits, general truths, and regular occurrences. It helps us communicate information that is true in general or that happens repeatedly.

- ❑ Social media connects people from all over the world.
- ❑ Many teenagers spend several hours on social media every day.
- ❑ Cyberbullying often involves the use of hurtful messages or threats online.

Subject-verb agreement in the present simple is a crucial grammatical rule. When the subject is singular, the verb should also be singular, and when the subject is plural, the verb should be in its plural form.

- ❑ I write a blog every day.
- ❑ He/ She writes a blog every day.
- ❑ We/ You/ They write a blog every day.

Structure: the first form of verb with the plural subject or (I)

the first form of verb + (s)/ (es) with the singular subject

Unit 10

GRAMMAR Modals

Modals are placed **before** other **verbs** to add a **meaning** such as **possibility, ability, or obligation**. Some **common modals** are **can, could, may, might, should, and must**.

The **verb after the modal** is always in the **base form**.

To talk about **future possibility**, use **may, might, could**.

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

(**Note:** We **do not** use **could not** to **talk** about the **future**.)

To talk about **general possibility**, use **can**.

- The winters **can be** very cold in Russia.

To talk about **ability**, use **can and could** (past).

- I **can see** long distances fine, but I **can't read** without glasses.
- I **could solve** the problem that we faced last Friday.

To talk about **obligation**, use **must, have to, and had to** (past).

- We **have to obey** the law.
- He **had to pay** a parking fine yesterday.

To give advice or to **recommend**, use **should**.

- You **should try** the soup—it's delicious.

GRAMMAR The passive voice

English verbs have two voices: **active** and **passive**.

- ☐ Use the **active voice** to **focus** on the **person or thing** that **does the action**, or **agent**.
- ☐ Use the **passive voice** to **focus** on the **person or thing** that the **action happens to**, or **receiver**.

Structure: **is/ are/ was/ were/ be** + **the past participle** of the **main verb**

The **passive voice** is **common in academic and formal writing**.

The **agent** is often **not included**, but is sometimes **added** after **by**:

Active Voice	Passive Voice
Lebanese chefs make hummus with chickpeas and tahini.	Hummus is made with chickpeas and tahini.
Farmers grow many crops every year.	Many crops are grown every year.
Graham Bell invented the telephone .	The telephone was invented by Graham Bell
The ancient Egyptians built the Pyramids .	The Pyramids were built by the ancient Egyptians .
They will construct a new bridge here.	A new bridge will be constructed here.

Best of Luck