ملخص شامل لكتيب مراجعة booklet Revision 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

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المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب الصف الأول الثانوي

صفحة مناهج مملكة البحرين على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

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

1	ملخص للمفردات والقواعد والكتابة
2	ملخص للمفردات والقواعد
3	ملخص شامل حول اسئلة الاستماع والقواعد والمفردات
4	ملخص شامل مجاب حول اسئلة الاستماع والقواعد والمفردات
5	كراسة شاملة لمنهج 102 Eng 2025-2026م

KINGDOM OF BAHRAIN
Ministry of Education

مملكة البحرين
وزارة التربية والتعليم

Kingdom of Bahrain
Ministry of Education
Sitra Secondary Girls' School
English Department

Eng.102
Revision Booklet

Based on Reflect semester 2

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Unit 6 Vocabulary

Study these words and their definitions then use them to complete the following exercises.

Word	meaning	definition
1.actual	حقيقي	real
2.participant	مُشارك	a person in an activity
3.separate	يفصل	To divide
4.stage	مرحله	a particular time in an event
5. therapy	علاج	a form of treatment that helps people with problems
6.exteremly	لأقصى حد	very
7.process	عملية	to deal with
8.signal	إشارة	an action that sends a message
9.theroy	نظرية	an idea about why something happens
10.upsetting	مُزعج	causing feelings of sadness or worry
11.awful	مُريع	very bad
12.depression	مُحبط-إحباط	a feeling of great sadness
13.experience	خبرة	something that happens to you
14.experiment	تجربة	a scientific test to find out what happens in a situation
15.individual	فرد	relating to only one person, place, or thing
16.mood	مزاج	the way someone feels
17.pleasure	مُتعة	a feeling of happiness
18.recover	يتعافى	to become well again
19.symptoms	أعراض	a sign of an illness or disease
20.tecnique	تقنية	a way of doing something
21.accurate	دقيق	free from mistakes
22.base on	بناءاً على	to form an idea or opinion from specific information
23.face	يواجه	to deal with something difficult
24.identify	يتعرف	to recognize
25.record	يُسجل	to take note of and store information
26.alternatvely	بدلاً عن ذلك	differently
27.benefit	فائدة	to be good for
28.frequently	مرارًا	often
29.image	صورة	a picture
30.unique	مُتفرد	special; one-of-a-kind

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Q1. Choose the correct answer. WB page 114

1. She is upsetting / extremely tired because she didn't sleep last night.
2. Some of the children enjoyed the scary movie, but for others, it was separate / upsetting.
3. Sometimes you need to process / stage events before you can understand them.
4. That scientist has an interesting theory / therapy about the meaning of dreams.
5. If a movie is about actual / extremely events, viewers expect it to show what really happened.
6. He was a therapy / participant in a research study last year.
7. People who suffer from serious mental health problems should get therapy / upsetting.
8. Children usually learn to talk at an early stage / process of childhood.
9. The astronaut sent a signal / theory to Earth from the space station.
10. It's easier to teach a big class if you stage / separate the class into smaller groups.

Q2.. Complete the sentences with a word from the table. WB page 116

1.My uncle is a professor of ……..., so I like talking to him about my thoughts and feelings, which he helps me to understand.

2. Please try to be kind. If you hurt people's feelings, it can be …….for them.

3. My baby sister definitely knows what she wants! It's already clear that she has a strong ……...

4. Make sure you take regular breaks when you have a long day of studying ……..of you.

5. When you take driving lessons, you also learn how to manage any dangerous ……..on the road.

6. Eating healthy food and working out can help to …….. you from getting some illnesses.

7. I don't know why I just laughed. I didn't have a ……..thought about something funny; it just happened!

8. There is no doubt ……...that positive memories can help people to feel happier.

9. Even when Ali feels stressed, he doesn't act differently. His ……..is always calm.

10. The two brothers didn't get along when they were children, but they have an excellent ……now.

Q3.Complete the sentences with the words in the box. There are some extra words.SBP132

actual	conscious	headache	participant	stage	therapy	based on
depression	mood	personality	technique	upsetting	behavior	extremely
Painful	recover	theory				

1.This story is about events…….. It's ……...something that happened to the author.

2. She's been going to to…….. learn more about how her feelings affect her…….. .

3. Do you want to take this …….test? I did it, and I found the results ……..interesting.

4. Dima has ……., and it's very……. to see her feeling so sad.

5. I have an awful ……... I think I'll lie down so that I can……..before the party tonight.

6. The psychologists are trying a new …….with each ……..in their experiment. They want to test a about dreams.

7. The injuries from my accident are very……. and it's been putting me in a very bad ……..

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

Lesson 4 Grammar :Unreal present and future conditional

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 **removed** all our memories*, *our personalities **might change***.
if-clause result clause

*If we **turned on** positive memories in people with depression*, *we **could help** them*.
if-clause result clause

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

*Our personalities might change **if we removed all our memories***.

Use

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

Form:

The sentence consisted of two parts, we call the first part IF clause and the second part of the sentence is a result clause

***Affirmative sentence**

If + Past simple verb , would /could or might + base verb

Example : If she saved some money every month , we could go on holiday next year.

If clause , Result clause

***Negative sentence**

If + past form (did not +base verb) , would/ could/might (not) + verb bas

Example: If we didn't sleep, we wouldn't dream

If clause , Result clause

Choose the correct answer.

1. **If you listened carefully, you would / can / have realize that he's upset.**
2. **We couldn't / haven't / didn't complain if we were responsible for the failure.**
3. **If you showed her a photo, it did help / would help / is helping her to remember.**
4. **I won't say / didn't say / wouldn't say any of this if it wasn't completely true.**
5. **If I forgot an important detail, I might failed / failing / fail the test.**
6. **They could argue all day if they had / have / has enough time.**
7. **I might not remembered /remembering / remember his name if he didn't remind me of it frequently.**
8. **If you enjoyed / will enjoy / would enjoy that documentary, you might like this movie.**
9. **I would forget so many things if I don't write / didn't write / can't write them in my calendar.**
10. **If she would need / will need / needed advice, she could ask her manager for suggestions**

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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.*

Lesson 8 Grammar Modals of possibility

***The base form is used after the modal verb.**

Certain	Will\ won't	Modal + base
Not completely certain , but likely	Will probably, probably won't	Modal + base
Less certain	may, may not, might,	Modal + base

Q. Choose the correct answer.

1. I usually dream every night, so I won't / will probably dream tonight.

2. My sister is very busy at work this week, so I probably won't / could see her.

3. The trains are running very late, so we may not / will miss the start of the movie.

4. Scientists say that people won't / will probably have dreams during the REM cycle.

5. The weather forecast says it may not / may rain tomorrow, so you should carry an umbrella.

6. I could / might not see you tomorrow because I have to take the car to the garage.

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Unit 6 Writing a balanced opinion essay layout

A balanced opinion essay layout

Title	Topic	Linking words used
Introduction	Topic sentence- arguments for- supporting ideas	However, while
Pros	Topic sentence- arguments for- supporting ideas	To start with, In addition, Beside, lastly
Cons	Topic sentence- arguments against- supporting ideas	First, Moreover, further-more , Finally.
Conclusion	Summary- restating the topic	To sum up/To conclude/ In conclusion

Lesson 6 writing Layout

Eng102:Unit 6/ Writing a discussion essay

Title: "----------"

Every person has got different opinions about the issues in life, for example…….Some people agree with it while others disagree.

On the one hand, people who agree with it believe that it has several advantages. First of all, they think that…….. ……. Moreover, …….. Lastly,……

On the other hand, people who disagree with the issue believe that it has several disad-vantages. Firstly, they think that …… In addition, …… Lastly,……

To sum up, people have got different views about this issue. Some people agree with it while others disagree. Personally, I think we should look at all the positive and negative points before we take a stand.

Lesson 6 writing : model writing

Using technology to record dreams

Every person has got different opinions about the issues in life, for example using technology to record dreams is one of these issues. However, some people agree with it while others disagree. This essay examines the advantages and disadvantages of using technology to record dreams.

On the one hand, people who agree with it believe that it has several advantages. Firstly, they think that recording dreams could provide us with a deep understanding of our thoughts and emotions. Moreover, people can learn about what their brains are doing and thinking of while they are sleeping. This might help people to be more aware of them-selves . Lastly, it can make people excited to watch their happy dreams again.

On the other hand, people who disagree with the it believe that it has several disad-vantages. Firstly, recording dreams might be embarrassing as hackers might steal our dreams and share them online. Beside this, It could lead to losing privacy because other people may know about our secrets, feelings, and ideas. Which might bring troubles to us. Furthermore, it could be expensive and not anyone can afford it. Finaly, we might confuse dreams with reality which is so bad.

In conclusion, people have got different views about this issue. Some people agree with it while others disagree. Personally, I think we should look at all the positive and negative points before we take a stand.

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Vocabulary Model Answers

Question 1 :

1. extremely 2. upsetting 3. process 4. theory 5. actual 6. participant 7. therapy 8. stage

9. signal 10. separate

Question2.

1. psychology 2. painful 3. personality 4. ahead 5. situation 6. protect 7. conscious

8. absolutely 9. behavior 10. relationship

Question 3.

1. actual, based on 2. therapy, behavior 3. personality, extremely

4. depression, upsetting 5. headache, recover 6. technique, participant, theory

7. painful, mood 8. conscious, stage

Grammar model answers

Unreal present and future conditional:

1. would 2. couldn't 3. would help 4. wouldn't say 5. fail 6. had 7. remember 8. enjoyed

9. didn't write 10. needed

Modals of possibility

1. will 2. won't 3. will 4. will 5. may 6. might

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Unit 7 Vocabulary

Study these words and use them to complete the following exercise

Word	meaning	definition
1.aim (V)	هدف	to plan to do something
2.Complain(v)	يشتكي	to say you are not happy with something
3.Employee(n)	موظف	someone who works for a company
4.Hire(v)	يؤجر	to give someone a job
5.Think of(v phr)	التفكير في	to produce by thinking
6.Analyze (v)	تحليل	to study something carefully to understand it
7.Data (n)	بيانات او معلومات	information or facts
8.Experiment(v)	تجربة	to try something to find out what the results are
9.Solve (v)	يحل	to find a successful way of dealing with a problem
10.value (v)	قيم	to think something is important
11.challenge(n)	تحدي	a difficult situation or task that tests a person's ability to succeed
12.device(n)	جهاز	an object, such as a machine made for a specific purpose
13. notice (v)	يلاحظ	to become aware of something or someone
14.restrict (v)	يقيد	put a limit on something in order to reduce and control it
15.substantial (adj)	جوهري- أساسي	something that is large or important in size and amount
16.delete (v)	يمحو	remove items from a cell phone or computer, e.g. files or apps
17.look at (v phr)	يفحص	to carefully review and consider information, data, etc.
18.period (n)	فترة محددة	a specific amount of time with a beginning and an end
19.shocking (adj)	مروع	something that is unexpected, surprising, and very bad
20.usage (n)	استخدام	the action or fact or process of using something
21.agitated (adj)	مضطرب	excited or upset
22.detect (v)	يكشف—يلاحظ	to notice
23.disabled (adj)	عاجز	having an illness or injury that makes it hard to do things
24.diet (n)	نظام غذائي-حميه	the food and drinks that you consume regularly
25.monitor (v)	يراقب	to watch and check on a person or thing
26.oncoming (adj)	وصول-قدوم	arriving
27.patch (n)	رقعة	piece of cloth or other material used to mend or a strengthen a torn or weak point
28.robber (n)	لص	a person who uses force to steal things
29.teleportation (n)	الأنتقال الاني	travelling by an imaginary and very fast form of transport
30.transcend (v)	يتجاوز-يتغلب على	overcome

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Unit 7 Vocabulary

Word	meaning	definition
31.actively (adv)	بنشاط	involved in something in a positive way.
32.effective (adj)	فعال	achieving the results you want
33.otherwise (adv)	خلاف ذلك	a word to show if you don't do this, something else will happen
34.require (v)	يتطلب	need
35.trouble (n)	مشكله	problem/difficulty
36.conscious (adj)	واعي	aware (of something
37.increase (v)	يزيد	to become bigger in amount or size
38.product (n)	منتج	something that is produced and sold
39.separate (adj)	متفرق	being or happening in a different place
40.work on (v	يعمل على	spend time doing something

Question 1: Complete the sentences with the words in the box

challenge	effective	otherwise	product	trouble	device
occupied	previously	substantial	usage		

1. He needs to make more money, ……...he will have to close the shop.
2. I've had a lot of ……...coming up with new ideas for my project.
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 favorite make-up company's new ……...

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Unit 7 vocabulary

Q2. Complete the sentences with the words in the box .

increase	analyze	require	hire	improve	complain	delete
work on	generate	experiment				

1.They are going to …….. someone new to work at the company.

2. Does the business ……..a lot of money?

3. We need to ……. our project soon.

4. I'm thinking of ways to ……...my number of customers.

5. You should …… with different ideas.

6. They plan to ……the information from the customer questionnaire.

7. Do your customers ever ……. about your products?

8. What skills does being an artist ……?

9. Oh, no! I didn't mean to ……. that file.

10. Can you think of any ways to ……... my business plan?

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Unit 7 Grammar

Lesson 4 grammar:-ing form

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.*

She had many creative and ***interesting ideas****.* (adjective + noun)
The movie ***looks boring****.* (linking verb + adjective)

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

Sometimes, ***forgetting*** *your phone is a good thing.* (subject)
I ***considered giving up*** *video games for a few weeks.* (object of a verb)
I'm interested ***in becoming*** *more creative.* (object of a preposition)

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

Participle adjectives	Gerund
Before a noun: She has interesting ideas. Adjective + noun	**As subject:** sometimes, forgetting your phone is a good thing.
After a linking verb: The film looks interesting. Linking verb + adjective	**Object of a verb:** I considered giving up video games forever.
	Object of a preposition: I'm interested in becoming more creative.

Q. Choose a word from the box and put it in its -ing form to complete each sentence.

frighten persuade support try listen relax think upset

1……..new things can improve our creativity.
2. Did you have a …… time at the beach?
3. You can help me by ……my ideas.
4. I'm sorry you've had some ……..news.
5. ……..carefully is a good way to learn things.
6. We can't help ……this plan is dangerous.
7. Did they succeed in ……..you to help?
8. The movie seems ……., but it's also funny!

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Unit 7 Grammar

Lesson 8 grammar :Forming adjectives from nouns.

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*

Noun	Adjective	Noun	Adjective	Noun	Adjective
Creation	creative	care	Careful	luck	Lucky
Economy	Economical	Difference	different	class	classy
Flexibility	flexible	Finance	Financial	industry	industrial
Origin	Original	Importance	Important	nature	natural
persistence	Persistent	Interest	interesting	beauty	beautiful
Production	Productive	Shock	Shocking	bore	boring
Profession	professional	Substance	substant	effect	effective
use	Useful useless	Success	successful	electricity	electrical

Q. Complete the second sentence with the adjective form of the italicized 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

Unit 7 writing A letter about how to start a business

Lesson 7 writing layout

Salutation	Greeting (Dear ….., Hi……, Hey…..)
Opening paragraph	Greeting + reason for writing
Body	Tips (at least 3 + supporting ideas)
Concluding paragraph	Closing tip- reassuring phrase- saying goodbye- ask for a response.
Closing	Complimentary close (take care / best wishes/ yours)

Lesson 7 writing

Writing a letter about how to start a business.

Hey Noor,

I hope you're doing well! 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 get going in the right direction.

First thing, you've got to figure out a creative business idea…….……

……

Next, you'll need to put together a solid business plan. …….……

……

After that, you'll have to register your business with the Ministry of Industry, Commerce, and Tourism in Bahrain. There are forms to fill out and fees to pay.

Finally, always keep …….

…….

To sum up, never forget that starting a business is a journey, and there may be challenges along the way. Just stay patient and flexible. Learn from your experiences, and you'll do great! Wishing you the best of luck with your creative business in Bahrain!

Take care,

Name

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Unit 7 writing **A letter about how to start a business**

(model writing)

Hello Fatima,

How are you? I hope you're fine. I am so happy to hear that you are thinking to start a new restaurant in Bahrain, and I will be glad to help you with some advice to help you get going in the right direction.

First, you've got to choose a unique restaurant name. Because it can attract customers and tourists. You might also would like to take advice from an interior designer to help you with the decor.

Next, you need to put a solid business plan. Register your restaurant at mall.bh. So, it can make it easy for customers to order from you.

Finally, You need to obtain commercial registration. You must put a budget for this. Make sure to fill in all the forms required.

In short, I wish you all the best in your new journey and remember that nothing is easy, you must do your best.

Take care,
Noor

Fatima S.Yousif

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Model Answers sheet for Unit 7

Vocabulary Model Answers

Q1 Answers:

1. otherwise 2. trouble 3. effective 4. challenge 5. substantial 6. occupied 7. previously 8. usage 9. device 10. product

Q2.Answers:

1.hire 2. generate 3. work on 4. increase 5. experiment 6. analyze 7. complain 8. require 9. delete 10. improve

Grammar model answers

Leson 4 grammar :

1.Trying 2. relaxing 3. supporting 4. upsetting 5. Listening 6. thinking 7. persuading

8. frightening

1. Lesson 8 grammar:

2. wooden 2. famous 3. reliable 4. passionate 5. studious 6. poisonous 7. skillful / skilled

8. noisy 9. dangerous 10. talkative

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Uni8 vocabulary

Word	meaning	definition
1.access (n)	وصول	the ability or right to use something
2.acquire (v)	يكتسب	to get -to learn
3.development (n)	تطور-نمو	growth
4.former (adj)	سابق	past; earlier
5.intelligence (n)	ذكاء	the ability to learn about and understand things
6.invent (v)	يخترع	create something new (usually a product)
7.obvious (adj)	بديهي -واضح	clear and easy to see or understand
8.performance (n)	إنجاز-أداء	the ability to do something
9.physical (adj)	بدني	relating to the body
10.preferable (adj)	مفضل	better, more suitable
11.addicted (adj)	مدمن	unable to stop doing something
12.come out (v phr)	متوفر	to become available to buy or use
13.common (adj)	شائع	ordinary or usual
14.confidence (n)	ثقة	the belief that you can do things well
15.cooperate (v)	يتعاون	to work with one or more people to achieve a result
16.disadvantages(n)	سلبيات	something that isn't good or causes problems
17.ignore (v)	يتجاهل	to not pay attention to someone or something
18.sense (n)	حاسة	a feeling about something
19.trivial (adj)	تافه	not very important or large
20.whether(conj)	لو	if
21.accompany (v)	مُرافق	To go with someone
22.approximately (adv)	تقريبا	about
23.compete (v)	تنافس	To win
24.look into (v phr)	يجد	To find out about something
25.transport (v)	ينقل	To move something
26.animation (n)	رسوم متحركة	To make a drawing that moves
27.audience (n)	جمهور	A group of people who watch or use something
28.cooperative (adj)	متعاون	To be easy to work with
29.remain (v)	يبقى	To stay in a place
30.argue (v)	يجادل	to explain why you think something is true
31.combination (n)	مزيج	two or more things used together

موقع المناهج البحرينية 2025

Uni8 vocabulary

Word	meaning	definition
32.convenient (adj)	مريح-ملائم	easy to use or get
33.distracting (adj)	تشتيت الانتباه	taking someone's attention away
34.look up (v phr)	يبحث عن	to try to find
35.material (n)	ماده-معلومه	information
36.nearby (adv.)	بجانب	close to you
37.relevant (adj)	مناسب	directly related to something
38.strategy (n)	استراتيجية-خطه	a plan to achieve something
39.9.tend to (v phr)	يميل الى	to be likely to

Q1.Complete the sentences with the words in the box.

addicted -compete -distracting -obvious -physical -common -disadvantage -nearby -performance -whether

1.Some young people are ……to social media.

2. The team is going to ……..in an electronic sports tournament.

3. Turn off your phone if you find the notifications …….

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.

Q2.Match the sentence halves.

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

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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.*

Use	**To explain the reason for some actions**
Form	**To + base verb** **In order to+ base verb**
Example	**Most people play video games to have fun/ in order to have fun.**
Negative form	**To not + base verb** **In order not +base verb**
Example	**I wrote down my password in order not to forget it.**

Q. Complete the sentences with infinitives of purpose.

help learn meet reach show win

1. ……..the championships, Muharraq Club had to win several competitions.

2. Salah decided to join a club at school …….new people.

3. After the team won, they took their coach out to dinner ……..their appreciation.

4. ……..a game, a player must be able to think more quickly than the other player.

5. Noora watched a few videos ……..how to play the game.

6. Doctors sometimes use video games ……..patients recover from injuries.

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Grammar lesson 7

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. *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.

Adverb clauses

Adverb clause	Introduces an idea that is different from the idea in the main clause
While +subject+ verb	While some people enjoy online learning, others don't like it.
Although +subject+ verb	Although jeff didn't study, he did well on the test.
Even though +subject+ verb	The children loved the movie even though it was scary.
Despite + gerund Despite +Noun Despite + Phrase	Despite understanding Chinese well ,I can't speak it. Despite rain, he decided to go out. Despite he bought a pizza, he didn't have it.

Question

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.**

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Unit 8 writing A report

Writing a report layout

Heading	To: From: Date: Subject:
Introduction	Introduce the topic+ State the purpose of the report+ Indicate the sources of information used for the report
Pros (3 benefits)	Benefit 1 / 2 / 3 provide details and examples for each one
Cons (3 drawbacks)	Disadvantages 1 /2 / 3 provide details and examples for each One.
Conclusion	Summarize the main findings of the report + mention the need to take urgent action +Your recommendation

Eng102:Unit 8 / Write a report about using technology after school.

To: The school principal

From: Noor Salah

Date: 18 March 2024

Subject: The Pros and Cons of using technology after school.

Introduction:

Using technology after school like phones and laptops is one of the debatable issues these days. 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 has many benefits. Above all, ……..……

…… Also,…… ……

Moreover,……

Cons:

Excessive use of technology can lead to many problems. To start with,……..

……Besides,……..……..……

.Worst of all, ……..……..……

Conclusion:

In summary, using technology among our students is a complex topic. Despite the numerous benefits, some students seem to be badly affected. The information gathered for this report reveals that they need urgent help. I believe that our school has to take immediate action to support them .

Unit 8 writing **A report** (model writing)

To: School principal
From: Noor
Date: 25 March 2024
Subject: pros and cons of using technology after school

Introduction

Technology has become important in our life. It has some benefits as well as negatives. In this report we will highlight its pros and cons after school. Information's are collected from students and the internet.

Pros

On the one hand, it has several advantages. First, it makes student's life easier in doing their homework and finishing their projects. Moreover, it is mainly used for entertainment. Lastly, it helps in communicating with teachers easily.

Cons

On the other hand, it has several disadvantages. Firstly, it affects their health. In addition, it makes them exposed to cyberbullying. Lastly, they can become addicted to using technology.

Conclusion

To sum up, people have got different views about this issue. Personally, I think we should look at all the positive and negative points before we take a stand.

Written by: Fatima S.Yousif

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Unit 8 writing A report (model writing)

To: Mr. Cheveruse

From: Emma Lockett

Date :15-4-2024

Subject: The benefits and drawbacks of E-books.

Introduction

E-books are a popular way of reading books in the modern world among people of different ages, typically teenagers to adults, who claim that e-books are much better than your average paperback book. Still, alas, others obviously would love to disagree with that.

Pros

Let's start on a positive note, starting with the benefits of E-books. First of all, what are E-books? According to the dictionary, an E-book is a book in electronic form that can be read on a computer or handheld device rather than in print, Many people have started to enjoy this form to reading over a normal book, so let us dig deeper into these benefits, first of all, e-books, first of all, e-books are easily portable and light, and can
typically be put into any device you carry, like your phone, a tablet, or if you like these formats of reading, even a kindle, it's like carrying a book in your pocket without the heavy weight. Second of all, you can
practically download any book you want for free if you find the right websites, many websites on the internet offer free PDF books, such as Ocean of pdfs, Z-library, and many more if you dig down, which can save you a lot of money. Lastly, my third positive point is that e-books can save environments, now you might be
wondering how is that possible. Well, making one book uses 3% of a single tree, if we're talking about 250 pages, now think about how many books there are in the world, and how many upcoming ones are, that's at least millions of trees cut down for your entertainment, not to mention the waste of paper, so an e-book can be quite a useful format, it does all the jobs of an actual book, with more benefits!

Cons:

Now, moving on to our negative points after that start, In one of my previous points I claimed that e-books can be easily portable, well not exactly, for example, you can't take your phone or device everywhere,
especially not in school if it's forbidden or not allowed. Another point I made earlier was about websites, not exactly all of them are legal which can be quite troublesome, not to mention the author won't get any money from their hard work when you download them off illegal sites. Another important point is, that the light from your phone or tablet, can be very harmful this is if you don't have a Kindle, which not everyone can afford due to a small budget. The light can lead to many problems for your eyes, since staring at a screen for too long reading small text isn't good for your eyes, especially if the brightness is up.

Conclusion

In conclusion, E-books have plenty of negative and positive points, some I didn't mention, if you're interested do research more about this, but I recommend from my perspective that if you have enough money, and
enjoy reading books off screens get a kindle if you have the space and money to spare to buy every single book of a novel or series, get normal paperback books.

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Model Answers sheet for Unit 8

Vocabulary Model Answers

Question 1 Answers

1.addicted 2. compete 3. distracting 4. nearby 5. obvious 6. disadvantage 7. performance 8. whether 9. physical 10. common

Question 2 Answers:

1.b

2. d

3. f

4. a

5. h

6. c

7. e

8. g

Grammar model answers

Lesson 4:

1. To reach / In order to reach **2. (in order) to meet**

3. (in order) to show **4. To win / In order to win**

5. (in order) to learn **6. (in order) to help**

Lesson 8:

1. Although 2. To 3. While 4. even though 5. in order to

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Unit 9 vocabulary

Word	meaning	definition
1.access (n)	وصول	the ability or right to use something
2.acquire (v)	يكتسب	to get -to learn
3.development (n)	تطور-نمو	growth
4.former (adj)	سابق	past; earlier
5.intelligence (n)	ذكاء	the ability to learn about and understand things
6.invent (v)	يخترع	create something new (usually a product)
7.obvious (adj)	بديهي -واضح	clear and easy to see or understand
8.performance (n)	إنجاز-أداء	the ability to do something
9.physical (adj)	بدني	relating to the body
10.preferable (adj)	مفضل	better, more suitable
11.addicted (adj)	مدمن	unable to stop doing something
12.come out (v phr)	متوفر	to become available to buy or use
13.common (adj)	شائع	ordinary or usual
14.confidence (n)	ثقة	the belief that you can do things well
15.cooperate (v)	يتعاون	to work with one or more people to achieve a result
16.disadvantages(n)	سلبيات	something that isn't good or causes problems
17.ignore (v)	يتجاهل	to not pay attention to someone or something
18.sense (n)	حاسة	a feeling about something
19.trivial (adj)	تافه	not very important or large
20.whether(conj)	لو	if
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Unit 9 vocabulary

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37.relevant (adj)	مناسب	directly related to something
38.strategy (n)	استراتيجية-خطه	a plan to achieve something
39.9.tend to (v phr)	يميل الى	to be likely to

accomplish beneficial flexible powerful surrounded virtual adapt bi-lingual multicultural privacy trend warn advanced boosts paradox rural urban

1. Dubai, São 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

Unit 9 : Lesson 4 :Grammar

GRAMMAR Direct and indirect questions

Indirect questions put a question inside another question, such as *Can you explain . . .?* or *Do you know . . .?* This type of question is often more polite.

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

Do you remember when they bought the house?

Do you know if their house has a garden?

Formation and rule

- When should we use indirect questions?

- When we want to sound more polite.

- What makes indirect questions different?

- It has an introductory phrase (example: can you tell me, Do you know, Do you mind …)

- Their form is (SUBJECT + VERB) and no auxiliaries.

- Examples of indirect questions:

- Where do you live? ———-> Can you tell me where you live?

- What time is it? ———> Do you know what time it is?

Q1. Rewrite the direct questions as indirect questions for an Inuit hunter, starting with the words given.

1. **Is it still possible to live from the land?**

Can you tell me if ————————————————————————————————?

2. Have you lived here all your life?

Can you tell me if ————————————————————————————————-?

3. How much has the animal population decreased in that time?

Do you know how much ————————————————————————————————--?

4. How are you continuing your traditional way of life?

Can you explain ————————————————————————————————?

5. How big is the Inuit population nowadays?

Do you know ————————————————————————————————--?

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Unit 9 : Lesson 8 :Grammar

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. Here are some examples of the present simple:

*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 that you need to remember whenever you speak or write in English. 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. For example, *She write a blog every day.* is incorrect, as *write* should be changed to *writes* to agree with the singular subject *She*.

To avoid this common mistake, you should pay close attention to the number of the subject and ensure that the verb agrees with it appropriately.

Subject-verb agreement in the present simple is a crucial grammatical rule that you need to remember whenever you speak or write in English.

◀When the subject is singular, the verb should also be singular, for example:

She **write** a blog every day. ✗
She **writes** a blog everyday. ✓
She/he/it eats pizza.

◀ when the subject is plural, the verb should be in its plural form. For example :

Subject + verb + complement

I **eat** pizza
You **eat** pizza
We **eat** pizza
They **eat** pizza

VERB TO BE

Subject + verb to be + complement

I **am** a teacher
You **are** a student
He/she/it **is** happy
We **are** friends
They **are** brothers

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 ----------(give) 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.
7. I ----------(keep) my social media accounts private to control who can see my posts.
8. Ahmad ----------(not/trust) apps that request access to his personal information.

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Unit 9 : Lesson 10 :Writing a newspaper article

Title of the article	
Introduction	Background information about the topic Thesis statement: *There is increasing evidence that online communities can affect children and teenagers negatively.* **(the purpose of the article)**
Body paragraph 1	One negative impact (effect) of the given topic with (examples, studies, or reasons) for the written point
Body paragraph 2	second negative impact (effect) of the given topic with (examples, studies, or reasons) for the written point
Body paragraph 3	third negative impact (effect) of the given topic with (examples, studies, or reasons) for the written point
Conclusion	Summarize your main idea and opinion. You may also include a final thought about the topic.

A newspaper article template

1. ———the topic————is a debatable topic that can affect our community in different ways. However, there is increasing evidence that ———the topic———— can affect people negatively.

2. Recent studies have shown that ———the topic——— can cause ————————-. The reason behind this is that ——-.

3.It is well-known that ————————- can affect on ————————————-. According to a recent documentary about this topic, ——.

4. Additionally, ————the topic————— can have a negative impact on ————————. Recent articles make an important point about ———the topic————-, ——.

5. ——the topic————- is really a serious issue that can affect on ————————————————-. Our community should focus on taking a serious action to solve this problem.

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Unit 9 : Lesson 10 :Writing a newspaper article

A newspaper article about cyberbullying (model writing)

1.Cyberbulling is acting bad intentionally towards others which is one of the serious issues these days .However, there is increasing evidence that cyber-bullying can affect children and teenagers negatively.

2.Recent studies have shown that cyberbullying lot can cause emotional problems. People that spend a lot of time in online communities are more likely to feel worried and unhappy as they are being sent negative and bad comments in a lot of times .

3.It is well-known that young people spend a lot of time looking at social media on their phones and tablets. According to a recent documentary about this topic, bullying may cause serious social issues in the future like shy-ness ,loneliness and depression..

4.Additionally, spending too much time online can have a negative impact on young people's education. Recent articles make an important point about bul-lying , they suggest that students who are bullied have a decrease in grades and difficulties with learning .

5. Cyberbullying is really a serious issue that can affect young people's men-tal and physical health, as well as their future success. Parents and other adults should limit how much time children and teenagers spend in these vir-tual communities.

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Model Answers sheet for Unit 9

Vocabulary Model Answers

1. multicultural , bilingual
2. Warn, flexible
3. Beneficial, boosts
4. Accomplish, adapt
5. Trend, privacy
6. Powerful, paradox
7. Advanced, virtual
8. Urban, rural, surrounded

Grammar Model Answers

Lesson 4:

1. it's still possible to live from the land.
2. you have lived here all your life.
3. the animal population has decreased in that time.
4. how you are counting your traditional way of life.
5. how big the Inuit population is nowadays

Lesson 8:

1. provides 2. spend 3. involves 4.comments, gives 5. doesn't share 6. are 7. keep 8. doesn't trust

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Unit 10 Vocabulary

Word	meaning	definition
1.advanced (adj)	متقدم	very modern; recently developed or improved
2.paradox (n)	مفارقه	a situation that is hard to understand because it has two opposite qualities
3.privacy (n)	خصوصيه	freedom to keep personal information secret
4.surrounded (adj)	مُحاط	having something all around it
5.urban (adj)	مُتحضر	relating to towns or cities
6.community (n)	مجتمع	a place where people live; a group of people with similar interests
7.powerful (adj)	قوي	very strong and effective; able to do a lot
8.rural (adj)	ريفي	relating to the countryside
9.trend (n)	اتجاه	a situation that is continuing to change or develop
10.virtual (adj)	افتراضي	done or seen on the Internet or a computer
11.adapt	يتبنى	to make or accept changes
12.harvest	محصول-حصاد	to collect food or crops
13.means	وسائل	methods; ways
14.survival	نجاة	staying alive
15.typical	عادي	usual
16.convenience	راحه	a thing that makes life easier
17. livelihood	سبل العيش	how you make money
18.rely on	يعتمد على	to depend on
19.transformation	تحويل	a big change
20.utilize	يستخدم	to make practical use of
21.aspects (n)	أوجه -جوانب	parts of a situation, topic, etc
22.attachment (n)	مرفق	feeling connected to something or someone
23.historical (adj)	تاريخي	connected with the past
24.proud (adj)	فخور	feeling good because you did something well
25.suburb (n)	ضاحية	area around a big city where lots of people live
26.associated with (v phr)	مرتبط ب	related to
27.distinctive (adj)	مُميز	different and easy to recognize
28.industrial (adj)	صناعي	with a lot of factories and industries
29.quality of life (n phr)	جودة الحياة	the level of health, comfort and happiness you have
30.surroundings (n)	محيط	place where someone lives and the things in it

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Unit 10 Vocabulary

Word	meaning	definition
31.accomplish	ينجز	(v) to achieve something after doing it for a long time
32.bilingual	ثنائي اللغة	(adj) able to speak two languages well
33. flexible	مرن	(adj) able to change easily to fit into new situations
34.mental	عقلي	(adj) related to the mind or thinking
35.open	منفتح	(adj) comfortable with; willing to try
36. beneficial	نافع	(adj) able to change easily to fit into new situations
37.boost	يُعزز	(v) to improve or increase something
38.function	يوظف	(v) to work or perform in the correct way
39. multicultural	متعدد الثقافات	(adj) including people from different countries
40.warn	تحذير	(v) to tell somebody about a possible danger or problem

Q1: Complete the sentences with the words from the box.

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 flavors 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 globalization 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.

Q2. Circle 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.*

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Unit 10 - Lesson 4. Grammar

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.*

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

To give advice or to recommend, use *should.*
*You **should try** the soup—it's delicious.*

a) To talk about future possibility, use may, might, could.	b) To talk about general possibility, use can.	c) To talk about ability, use can and could (past).	d) To talk about obligation, use must, have to, and had to (past).	e) To give advice or to recommend, use should.
1- I might go there tomorrow. ** We do not use could not to talk about the future.	1- The winters can be very cold in Russia.	1- I can see long distances fine, but I can't read without glasses.	1- We have to obey the law.	1- You should try the soup, it's delicious.

Q1. Choose the correct modal to complete these ideas .

1. Learning from others **may / should** be considered a healthy practice.
2. There are some cases where people borrow from another culture in a way that **must / could** offend that culture.
3. A sportswear company **must / had to** stop selling some appropriated women's clothes.
4. Some people say you **should / can** come from a particular culture, but you **can't / might not** own that culture.
5. These are questions that a borrower **may / can't** consider before they use another culture's idea.
6. **Could / Should** my use of the borrowed object make its meaning less important or valuable?

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Unit 10 - Lesson 8. Grammar

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 the action *happens to*, or **receiver**.

To form the passive, use *be* + the past participle of the main verb. The form (present, past, etc.) of the verb is shown in *be*.

Active *Lebanese chefs* ***make*** *hummus with chickpeas and tahini.*
subject (agent) object (receiver)

Passive *Hummus* ***is made*** *with chickpeas and tahini.*
subject (receiver)

The passive voice is common in academic and formal writing. The agent is often not included, but is sometimes added after *by:*

Hummus is originally from Lebanon, but it is now enjoyed ***by people all over the world****.*

To form the passive voice :

Object + Verb to be + past participle of the verb

***when the verb is in the present form we use (is, are)**

Fatima eats the apples ——> The apples are eaten.

Fatima eats the apple ——-> The apple is eaten.

*** when the verb is in the past form we use (was, were)**

Fatima ate the apples ——> The apples were eaten.

Fatima ate the apple ——-> The apple was eaten.

These sentences are active. Make them passive.

1. The chef prepares delicious meals for the customers.

———————————————————————————————————————

2. The local community organizes a vibrant cultural festival every summer.

———————————————————————————————————————

3. The company hired a new manager last month.

———————————————————————————————————————

4. I can solve this problem easily.

———————————————————————————————————————

5. The workers have completed the construction of the new building.

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Unit 10 - Lesson 9. Writing a blog post

Title of the article	
Introduction	Setting the context by addressing the most beautiful features of the culture. Identify two unique symbols.
Body paragraph 1	The first symbol that reflects the country's spirit and history Describe the symbol Why this symbol is important
Body paragraph 2	The second symbol that reflects the country's spirit and history Describe the symbol Why this symbol is important
Conclusion	Your final comment and emphasize the role of these two symbols in preserving the country's cultural identity

Writing a blog post template

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

I think that the first symbol that reflects —name of the country——— spirit and history is ——————————————. It is ——-.

Another symbol that represents —name of the country— is ——————————————. It is ——-.

For me, ——————————-and —————————— are inseparable symbols of —name of the country**'s**——— heritage. Their ability to preserve —name of the country— identity is truly remarkable. They are old cultural treasures that you can touch and hear.

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Unit 10 - Lesson 9. Writing a blog post

Writing a blog post about Bahrain's Culture (model writing)

Exploring Bahrain's culture

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

I think that the first symbol that reflects Bahrain's spirit and history is the beautiful pearls. They represent one of the most extraordinary things that God has gifted the Bahrain's land. They have benefited Bahraini people in so many paths and made their country special. Women from around the world wanted to wear them as jewelry in parties and events.

Another symbol that represents Bahrain are the traditional clothes. They identify Bahrain's culture in a perfect way. Citizens use to wear these in events, parties and even on regular days. They still wear them nowadays, so they can show the world Bahrain's fashion art history

For me the pearls and the traditional clothes are inseparable symbols of Bahrain's heritage. Their ability to preserve Bahrain identity is truly remarkable. They are old cultural treasures that you can touch and hear.

Written by: Mariam Jaffar Hussain Nassir

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Model Answers sheet for Unit 10

Vocabulary Model Answers

Q1.

1. official, expressions
2. Fusion, nations
3. Values, symbolize
4. Occur, divide
5. Trading, impression

Q2.

1. Spoken 2. To be pronounced 3. Should 4.May 5.Must 6.Can 7. Designed 8. Are

Grammar Model Answers

Grammar lesson 4

1. should
2. Could
3. Had to
4. Can. Can't
5. May
6. Could

Grammar lesson 8

1. delicious meals are prepared by the chef for the customers.
2. A vibrant cultural festival is organized by the local community every summer.
3. A new manager was hired by the company last month.
4. This problem can be solved easily.
5. The construction of the new building was completed by the workers.

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Reading strategies and how to deal with each ;

Reading strategy 1 : Matching headings to paragraphs

Try to understand the general idea in each paragraph before reading the headings. -Read the first and the last sentence of each paragraph to get the general idea. Read the rest of the paragraph if you feel you need more information to identify the main idea of the paragraph. -Look at the headings and identify the key words in each one of them. -Match the headings that are obvious first, and then move on to other headings.	• حاولي فهم الفكرة العامة لكل فقرة قبل قراءة العناوين • اقرئي الجملة الأولى والأخيرة لكل فقرة لفهم الفكرة العامة فيها. • اقرئي باقي الفقرة إذا أحسست أنك تحتاجين معلومات أكثر. - اقرئي العناوين التي في السؤال وضعيخطا تحت الكلمات المفتاحية. • صلي العناوين الواضحة والمباشرة أولا، ثم صلي باقي العناوين

Reading strategy 2: True / False Not given Questions

- Read the statements carefully, focusing on the general meaning of the statement rather than the keywords. - Pay attention to words such as “always,’’ “some” or “sometimes” because they change the meaning. - Find the part of the text that corresponds to the statement you have just read, and underline them. This will make it easier for you to recheck your answers later on. - You should try to look for synonyms because you might not always find the exact same words. - Compare the statement to the text, if they give the same information, or if the meanings match in both, then the answer is true. - If the meanings do not match, then the answer is false. - Sometimes, an additional option of “not given” is listed, and you choose this if the information is not mentioned in the text. - IMPORTANT: focus on the general meaning, not on individual words.	-اقرئي العبارات جيدا مركزه على المعنى العام لكل عبارة. - انتبهي لكلمات مثل "دائما" "أحيانا"و"بعض" و"كل" لأنها تغير المعنى. - جدي جزء النص المعني بهذه لعبارة, وضعي خطا تحته ليسهل عليك مراجعة إجاباتك لاحقا. - ابحثي عن مرادفات للكلمات التي في الأسئلة لأنه لن تجدي نفس الكلمات في السؤال وفي النص. - قارني العبارة بالنص، إذا أعطت نفس المعنى فالإجابة صحيحة، وإذا أ عطت معنى مختلفا، فالإجابة خاطئة. • أحيانا يكون هناك خيار إضافي وهوم يذكر" أي أنه لا يمكن تحديد إذا كانت العبارة صحيحة أم خاطئة لأنها لم تذكر في النص من الأساس.

Prepared by: Sakina AlOnaisi

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Reading strategy 3: Pronoun and word reference

Pronoun	Refer to
She –her-hers– herself	Refers to a singular female
He –his– him– himself	Refers to a singular male
It-Its—itself	Refers to a singular thing or animal
They / Their / Theirs / Them / Themselves	Refers to plural people ,animals or things
We / Our / Ours / Us / Ourselves	Refers to a group of people including the speaker
You / Your / Yourself / Yourselves	Refers to the person-people being addressed
This / That	Refers to a singular noun
These / Those	Refers to a plural nouns
There / Here	Refer to a place
where	Refers to a place , usually just before the pronoun
when	Refers to a time, usually just before the pronoun
That / Which	Refer to things, usually just before the pronoun
Who / Whom	Refer to people, usually just before the pronoun

Tips: How to answer pronoun and word reference

- Find the pronoun or word you are asked about in the text.

- Read what is before and what is after the pronoun.

- If you suspect a certain word to stand for the pronoun, put it in place of the pronoun to see if it makes sense.

- In most cases, the pronoun will refer to something that is mentioned BEFORE.

- Relative pronouns (where, when, that, which, who, whom) will have the word they refer to right before them.

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Reading strategies : 1-Matching headings to paragraphs / 2-True,False OR Not given / 3-pronoun Reference

Read the following text and then answer the questions that follow accordingly.

1. Feeling a bit stressed about something? Well, you're not alone. In the modern World, it's almost impossible to avoid **stress .** For adults, there are the pressures of work, while teenagers often suffer from exam stress. And now we know that stress can have terrible effects on our health. So, what can we do to reduce **it?**

2. One of the best tools to reduce stress is music. Research has shown that listening to calm classical music reduces stress hormone levels in the blood, while a study from the Royal Northern College of Music found that singing can reduce stress – even if you have a terrible voice! Generally, music produces positive brain neurotransmitters, which makes you feel more relaxed.

3. Another way to deal with stress is to take cold showers. According to the Dutch extreme athlete Wim Hof, **who** made the method popular, having a cold shower forces the body to feel extremely stressed, so any other stress that you feel later in the day doesn't feel as bad! Also, cold showers make your heart and lungs work better.

4. When it comes to beating stress, nothing beats exercise. When people exercise, **their** bodies release hormones called endorphins, which make us feel happy. Doing exercise also makes us feel that we've achieved something, which psychologists say is very important for overall happiness. For best results, you should exercise for around 150 minutes a week – broken up in two or three separate sessions.

5. Another solution is to change the way people think about stress. Many experts believe that there is nothing wrong with having a little stress – and that it can actually be good for **us**! When we're stressed, our heart beats faster and more blood goes to the brain and muscles. This can actually help us deal with our problems. So, as long as your stress isn't from a long- term problem, maybe you should 'use' your stress instead of worrying about it.

A. Read the article and match the headings to the right paragraph. Note there is an extra heading.

Headings	Paragraph Numberers
Physical training is very useful	
Stress is not the monster you think it is	
Relax with tones	
No one can escape from stress	
An extreme method	
Stress in the past	

B. Write what each pronoun refer to:

1- paragraph 1 - (line3) it:————————————-

2- paragraph 3 - (line1) who:————————————-

3- paragraph 4 - (line1) their:————————————-

4- paragraph 5 - (line2) us:————————————-

C. Read the article again and decide whether the following statements are true (T) / false (F) OR not given (NG) . (10 marks)

1. Only good singing reduces stress. ( )

2. Cold showers can harm your heart and lungs. ( )

3. Endorphins are hormones that improve our mood. ( )

4-Stress is a general response to face challenges.( )

5. Experts advise people to exercise two or three times a week. ( )

6. Experts believe that stress may have some good effects. ( )

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Reading answer sheet:

Q1:Matching headings to paragraphs answers

Headings	Paragraph Numberers
Physical training is very useful	4
Stress is not the monster you think it is	5
Relax with tones	2
No one can escape from stress	1
An extreme method	3
Stress in the past	-

Q2:Word reference answers

Paragraph 1

It line 3 stress

Paragraph 3

Who line 1 Wim Hof

Paragraph 4

Their line 1 people

Paragraph 5

Us line 2 people

Q3.True /false/ not given answers

1– F

2-F

3-T

4-NG

5-T

6-T

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GROUP 1: FORM DOESN'T CHANGE			GROUP 2: 1-SAME PAST AND PARTICIPLE FORM ending in -ought		
BASE FORM	Past simple	Past participle	BASE FORM	Past simple	Past participle
cost	cost	cost	buy	bought	bought
cut	cut	cut	bring	brought	brought
hurt	hurt	hurt	catch	caught	caught
shut	shut	shut	fight	fought	fought
put	put	put	teach	taught	taught
let	let	let	think	thought	thought
set	set	set	seek	sought	sought
quit	quit	quit	GROUP 2: 2-BASE FORM ending in -d CHANGES to -t		
hit	hit	hit	BASE FORM	Past simple	Past participle
GROUP 2: 4- Ending in -d			lend	lent	lent
BASE FORM	Past simple	Past participle	spend	spent	spent
feed	fed	fed	send	sent	sent
lead	led	led	build	built	built
hear	heard	heard	GROUP 2: 3- Also ending in -t		
say	said	said	BASE FORM	Past simple	Past participle
pay	paid	paid	smell	smelt	smelt
hold	held	held	spell	spelt	spelt
sell	sold	sold	spoil	spoilt	spoilt
tell	told	told	deal	dealt	dealt
GROUP 2: 5- OTHER COMMON IRREGULAR SAME PAST AND PARTICIPLE FORM			mean	meant	meant
BASE FORM	Past simple	Past participle	learn	learnt	learnt
get	got	got	feel	felt	felt
have	had	had	leave	left	left
make	made	made	meet	met	met
find	found	found	keep	kept	kept
shine	shone	shone	sleep	slept	slept
shoot	shot	shot	sweep	swept	swept
sit	sat	sat	weep	wept	wept
win	won	won			
understand	understood	understood			

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GROUP 3: THREE DIFFERENT FORMS		
GROUP 3: 1-Same vowel pattern: / i / / a / u /		
BASE FORM	Past simple	Past participle
sing	sang	sung
sink	sank	sunk
begin	began	begun
swim	swam	swum
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk

GROUP 3: 2-Past participle ending in -en		
BASE FORM	Past simple	Past participle
take	took	taken
shake	shock	shaken
give	gave	given
eat	ate	eaten
break	broke	broken
wake	woke	woken
choose	chose	chosen
speak	spoke	spoken
steal	stole	stolen
fall	fell	fallen
write	wrote	written
ride	rode	ridden
Drive	drove	driven
bite	bit	bitten

GROUP 3: 3-Past participle ending in -own		
BASE FORM	Past simple	Past participle
throw	threw	thrown
know	knew	known
blow	blew	blown
grow	grew	grown
fly	flaw	flown
wear	wore	worn
swear	swore	sworn
tear	tore	torn

OTHER COMMON IRREGULAR SAME PAST AND PARTICIPLE FORM		
BASE FORM	Past simple	Past participle
be	was-were	been
see	saw	seen
do	did	done
go	went	gone

Note: you will need this list to revise the past tenses verbs and past participle for the passive voice/ conditionals .

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