

## مذكرة اللغة الإنجليزية 202 Eng



### تم تحميل هذا الملف من موقع مناهج مملكة البحرين

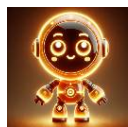
موقع المناهج ← مناهج مملكة البحرين ← الصف الثاني الثانوي ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2025-05-21 16:12:00

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

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثاني الثانوي



صفحة مناهج مملكة  
البحرين على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة اللغة الإنجليزية 202

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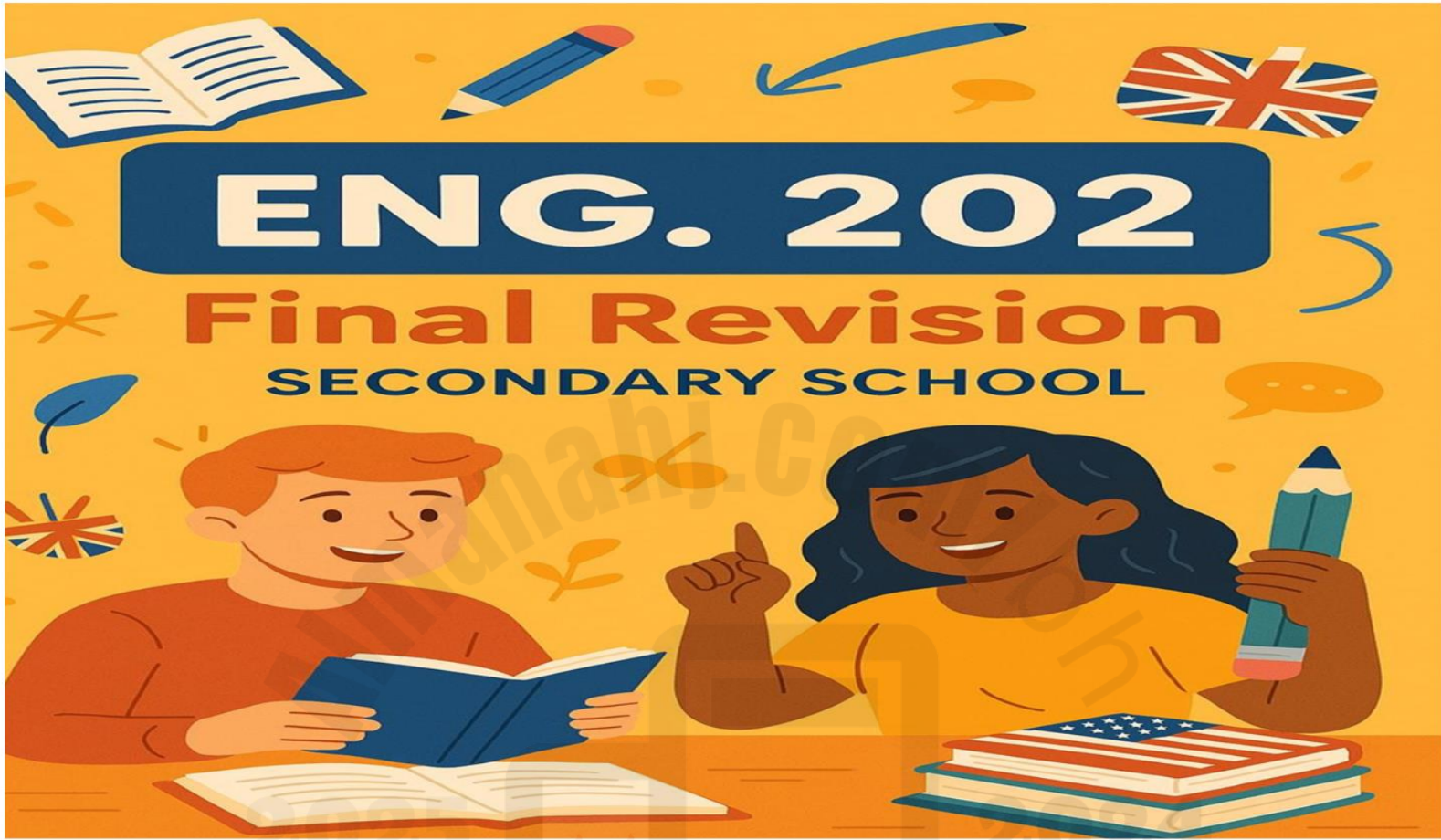
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Eng. 202 Reflect  
Final Revision 2025



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## Eng. 202 Reflect 11 Vocabulary Unit 5: LEARN TO CHANGE

ccWords	Lesson 1: Reading / Definitions	Meanings
admit (v)	to agree that something is true	يعترف / يقر
assumption (n)	something you believe to be true	افتراض
fund (v)	to provide money to start a company or organisation	يمول / يدر
impressive (adj)	very good or special	مثير للإعجاب / رائع
passion (n)	a strong interest in (or love of) doing something	شغف / عاطفة
ambition (n)	a strong desire to achieve a goal or be successful	طموح
degree (n)	a course that you study at college, or the qualification you receive after completing a course	درجة أو شهادة جامعية
gifted (adj)	very intelligent or having a special talent	موهوب / موهوب
institute (n)	an organisation, such as a university	مؤسسة علمية / معهد
struggle (v)	to try hard to do or achieve something	يكافح / يناضل
lie in (v phr)	to be in; to be reflected in	تكمّن / تقع في
fit in (v phr)	to feel accepted by a group of people	يتأقلم / يتأقلم
full potential (n)	the best that somebody can achieve	إمكانات كاملة
Taekwondo (n)	a martial art originally from Korea	رياضة التايكوندو
Words	Lesson 2: Listening / Definitions	Meanings
broaden (v)	to widen	يوسع
campus (n)	a special area for school buildings	حرم جامعي
concentration (n)	attention	تركيز
concerned (adj)	worried	قلق
get involved in (v phr)	to become part of	يشارك في
intimidating (adj)	scary; threatening	مخيف
make the most of (v phr)	to use to the best advantage	يستفيد إلى أقصى درجة
outgoing (adj)	sociable; not shy	اجتماعي
resource (n)	something needed to do a job or task	مورد / مصدر
stress (v)	to give extra importance to	يجهد / يشدد
Words	Lesson 3: Video / Definitions	Meanings
academic (adj)	based on formal study like at an institution	أكاديمي
bias (n)	a personal and often unreasoned judgement	تحيز
discipline (n)	responsible behaviour and self-control	انضباط
emerge (v)	to become known	يظهر
formal (adj)	not casual	رسمي

hard-working (adj)	productive, not lazy	مُجتهد
individual (n)	a single person	فرد / شخص
quit (v)	to give up	يسنقِل / يترك
state (n)	conditions	حالة
truth (n)	fact	حقيقة
<b>Words</b>	<b>Lesson 5: Listening &amp; speaking / Definitions</b>	<b>Meanings</b>
confident (adj)	believe in yourself	واثق بنفسه
gap year (n)	a year between leaving school university	سنة فراغ / سنة توقف
going on (v phr)	happening	يحدث
in the end (phr)	after giving something a lot of thought	في النهاية
judgement (n)	an opinion; a personal view	حكم
opt for (v)	choose	يختار
question (v)	to query; to doubt	يشكك / يسأل
straight after (v phr)	immediately after	مباشرة بعد
to be honest (v)	say what you really think	بصراحة
trust (v)	have faith in	يثق
<b>Words</b>	<b>Lesson 6: Reading / Definitions</b>	<b>Meanings</b>
adjust (v)	to become comfortable with a new situation	يُضبط / يُعَدِّل
build up (v phr)	to gradually increase	يُكَبِّر / يَبْنِي
crunch (n)	a difficult situation caused by not having enough time	طقطقة / أزمة
procrastinate (v)	to delay something that you don't want to do	يماطل
schedule (v)	to arrange for something to happen at a specific time	يُجدِّول
balanced diet	a combination of different foods that are good for the body	نظام غذائي متوازن
capacity (n)	the amount that something can contain	قدرة / سعة
moderate (adj)	average	مُعْتَدِل
recurring (adj)	happening again and again	مُتَكَرِّر
vary (v)	to change	يُخْتَلِف / يَتَغَيَّر

### Eng. 202 Reflect 11 Vocabulary UNIT 6: PHOTO STORIES

<b>Words</b>	<b>Lesson 1: Reading / Definitions</b>	<b>Meanings</b>
course (of events) (n)	progress over time	تسلسل الأحداث
engage (v)	to hold people's attention	يشارك / يَنخَرِط
habitat (n)	a place where an animal normally lives	موطن / مسكن
link (n)	one connection in a series	رابط / صلة
prompt (v)	to cause something to happen	يُخَيِّر / يُقْصِد
deliberately (adv)	not by accident; on purpose	عمداً / بقصد
formal (adj)	serious; official	رسمي
humanity (n)	human beings as a group	الإنسانية
portrait (n)	a picture or photo of a person	صورة / لوحة
remote (adj)	far away from other places	بعيد / ناءٍ
<b>Words</b>	<b>Lesson 2: Listening / Definitions</b>	<b>Meanings</b>

climax (n)	the most exciting moment	ذروة
conflict (n)	a serious disagreement between people or groups	صراع
crisis (n)	a time of great difficulty or danger	أزمة
dilemma (n)	a situation where you have to make a difficult choice	معضلة / مشكلة
flaw (n)	a fault or weakness, particularly in someone's character	عيب
incident (n)	an event, often unusual	حادثة
moral (n)	a message about life that you get from a story	أخلاق / مغزى
obstacle (n)	something that stops you from getting something	عقبة
overcome (v)	to defeat a person or thing	يتغلب على
status (n)	a person's position of respect in a group	حالة / وضع / موقف
<b>Words</b>	<b>Lesson 3: Video / Definitions</b>	<b>Meanings</b>
crush (v)	press something very hard so that it is broken, made flat, or destroyed	يسحق
exhaustion (n)	a state of great tiredness	إرهاق / تعب شديد
platform (n)	a flat surface that is raised above the ground	منصة
sniff (v)	taking in air loudly through your nose to smell something	يشم
trip (v)	fell or nearly fell because your foot hit something	ينفثر
entire (adj)	whole; all of something	كامل
lean (v)	resting on or against something	يميل / يستند
roar (v)	made a loud, angry noise like a lion	يزار
stab (v)	put a knife into something in order to hurt or kill it	يطعن
weapon (n)	something that can hurt or kill other people	سلاح
<b>Words</b>	<b>Lesson 5: Listening &amp; Speaking / Definitions</b>	<b>Meanings</b>
acknowledge (v)	to recognise the existence, truth, or importance of something	يعترف
ambition	a strong wish to achieve something	طموح
aspire (v)	to try to achieve something	يطمح
motivation (n)	reason or reasons one has for doing something	تحفيز
persistence (n)	continuing to keeping going, despite problems or difficulties	مثابرة
serve (v)	to perform duties or services for another person or organisation	يخدم
ageing (adj)	getting older	شيخوخة
attain (v)	to achieve or reach a goal	يحقق / ينجز

obstacle (n)	something that prevent you doing something; makes things difficult	عقبة
resilience (n)	the ability to recover quickly from difficulties; toughness	مرونة/ صمود
setback (n)	an obstacle or delay in progress	نكسة
Words	Lesson 6: Reading / Definitions	Meanings
assemble (v)	to put together	يجمع / يُركب
exclusively (adv)	only for one person or purpose	بشكل حصري
mode (n)	method	وضع / نمط
slightly (adv)	a bit	قليلًا
superior (adj)	better	متفوق / أعلى
demonstrate (v)	to show how to do something	يُظهِر / يوضح
implications (n)	consequences	تداعيات/ آثار
recall (v)	to remember	يستدعي / يتذكر
store (v)	to keep in a place	يحزن
trigger (v)	to cause to happen suddenly	يثير / يُشعل

### Eng. 202 Reflect 11 Vocabulary Unit 7: CHANGING HISTORY

Words	Lesson 1: Reading / Defenition	Meanings
adapt (v)	to change something for different conditions or use	يتكيف
bacteria (n pl)	very small organisms that live everywhere and sometimes cause disease	بكتيريا
break down (v phr)	to change chemically into smaller parts	ينحلل
critical (adj) d	very important; necessary	حرج / مهم
limitation (n)	something that controls or reduces activity	قيود / حد
nutritious (adj)	containing substances that are necessary for growth and good health	مغذي
preserve (v)	to prepare food so it does not go bad	يحافظ / يصون
settle (v)	to go live somewhere permanently	يستقر
tightly (adv)	firmly, in a way that is difficult to open again	بإحكام
transform (v)	to change completely	يحول / يبدل
spoil (v)	to lose freshness (when something is kept too long)	يفسد
fermentation (n)	a chemical process that changes the sugar in food	تخمير
Words	Lesson 2: Listening / Defenition	Meanings
attain (v)	to achieve after a lot of work	يحقق
cure (v)	to make an illness or a disease go away	يعالج/ يشفي
historically (adv)	related to history or past events	تاريخياً

hygiene (n)	the ways of keeping things clean to prevent disease	النظافة
medical (adj)	related to medicine and doctors	طبي
norm (n)	the usual, normal way that something is done	معيّار / عادة
rub (v)	to repeatedly move your fingers or hand over something	يفرك
straightforward	easy to understand or do	بسيط / سهل الفهم
sweat (v)	to produce water through your skin when you are hot	يتعرق
treat (v)	to give medical care to someone	يعالج
<b>Words</b>	<b>Lesson 3: Video / Defenition</b>	<b>Meanings</b>
antiseptic (n)	a substance that kills bacteria	مطهر
deadly (adj)	likely to cause death	قاتل
enthusiasm (n)	excitement and interest	حماس
filth (n)	dirt	قذارة
germ (n)	tiny living things that make you sick	جراثيم
infections (n)	a disease caused by germs	عدوى
instantly (adv)	immediately	على الفور
organism (n)	living thing	كائن حي
spitting (v)	forcing the liquid from one's mouth quickly	بصق / يبصق
surgeon (n)	a special type of doctor	جراح
<b>Words</b>	<b>Lesson 5: Reading / Defenition</b>	<b>Meanings</b>
appeal (v)	to strongly request something	يجذب
basically (adv)	in the most important ways.	بشكل أساسي
emotions (n)	strong feelings	مشاعر
logic (n)	the use of reason	منطق
media (n)	television, newspapers, etc.	وسائل الإعلام
promise (v)	to say something will certainly happen	يعد / يتعهد
psychology (n)	the study of the human mind and feelings	علم النفس
recommendation (n)	advice	توصية
visual (adj)	related to seeing	بصري
whereas (conj)	compared with the fact that	بينما
<b>Words</b>	<b>Lesson 6: Reading / Defenition</b>	<b>Meanings</b>
drawback (n)	disadvantage	عيب / سلبية
flexible (adj)	able to bend	مرن
ironically (adv)	in an unexpected way	بسخرية / للمفارقة
scarce cc(adj)	hard to find	نادر
take off (v phr)	suddenly became successful	يقطع / ينطلق
fake (adj)	not real	مزيف / وهمي
fragile (adj)	easily broken	هش
luxury (adj)	very expensive but not necessary	فاخر

stiff (adj)	hard to bend	متصلب / رأي
wire (n)	thin piece of metal	سلك
ivory (n)	the material in an elephant's tusk	عاج
rust (v)	to become covered in a red substance that comes from mixing iron, air, and water	يصدأ

**Eng. 202 Reflect 11 Vocabulary Unit 8: LEADING BUSINESSES**

Words	Lesson 1: Reading / Defenition	Meanings
ambitious (adj)	requiring a great deal of time, effort, and skill to achieve	طموح
assertive (adj)	confident and direct	حازم
self-confidence	the feeling of being sure about yourself and your abilities	ثقة بالنفس
determined (adj)	wanting something a lot and not letting anything stop you	مُصر
disrupt (v)	to change the traditional way that something works	يُعطِل
insurance (n)	protection against a future problem	تأمين
network (n)	a group of people or organizations that are connected	شبكة
pursue (v)	to try hard to achieve something; follow	يسعى وراء / يلاحق
remarkable (adj)	unusually good; special	رائع/ ملحوظ
secure (adj)	safe; without risk	آمن
Words	Lesson 2: Listening / Defenition	Meanings
laissez-faire (adj)	leaving things to take their own course	دعه/ اتركه يعمل
complaint (n)	leaving things to take their own course	شكوى
freedom (n)	the power or right to act, speak or think as one wants; to not be imprisoned	حرية
inclusive (adj)	including everything expected; not excluding anyone anything	شامل
profit (n)	the money you make from your business	ربح/فائدة
bond (n)	a tie, a link	رابطة / سند
consultant (n)	a person who gives expert advice professionally	مستشار
humility (n)	the quality if not being arrogant	تواضع
observe (v)	to watch or notice carefully	يراقب
satisfaction (n)	the feeling of one's needs, or expectations being met	رضا
Words	LESSON 3: Video / Defenition	Meanings
constantly (adv)	continuously over a period of time; always	باستمرار

flap (v)	move (wings or arms) up and down	يرفرف
head for (v)	move in the direction of a particular place	يتجه نحو/ الى
howl (v)	make a loud, wailing cry, typically that of a dog or wolf	يعوي / صوت الذئب أو الكلب
predator (n)	an animal that naturally preys on others	مفترس
drought (n)	a long period of abnormally low rainfall, leading to a shortage of water	جفاف
goose (n)	a waterbird with a long neck short legs, and a flat beak	أوزة
herd (n)	a group of animals, especially large mammals, that live, feed or migrate together	قطيع
look out for (v)	be vigilant and watchful for something or someone	يحترس/ يأخذ حذره
taken over (v)	assume control of something	تم الاستلاء عليه
<b>Words</b>	<b>LESSON 5: Listening &amp; Speaking / Defenition</b>	<b>Meanings</b>
authoritative (adj)	commanding and self-confident; reliable	موثوق / رسمي
fire (v)	to dismiss an employee from a job	يطرد / يفصل
inspiration (n)	the process of being excited to do something, often creative	إلهام
obvious (adj)	clear; easily understood	واضح
show off (v)	to display or show something with pride	يتباهى
control (n)	the power to influence something or someone	تحكم / سيطرة
hire (v)	to give someone a job	يوظف
motivated (adj)	the feeling of wanting to do something	مُحفَّز/ متحفز
profitable (adj)	making money (business); useful or successful	مربح
turn up to (v)	to go to; arrive	يظهر / يحضر
<b>Words</b>	<b>LESSON 6: Reading / Defenition</b>	<b>Meanings</b>
appeal to (v phr)	to attract; to please	يروق ل
current (adj)	happening now	جاري / حالي
mentor (n)	an experienced person who gives advice and help to	مرشد / مراقب
stem cell (n)	a cell that can develop into any other type of cell	خلية جذعية
supportive (adj)	helpful and encouraging	داعم
contemplate (v)	to think about carefully	يتأمل / يفكر
investor (n)	a person who puts money into a company	مستثمر
setback (n)	something that stops or slows a process	نكسة
supply (n)	amount available	إمداد / توريد
texture (n)	the way something feels when you touch it	نسيج / ملمس

## Part (3) Grammar

### 1- Noun clauses as an object

A noun clause is used in the same way as a noun or a pronoun.

- I stressed the risks. (Object noun Phrase)
- I stressed that it was risky. (Object noun clause)
- I don't understand your question. (Object noun Phrase)
- don't understand what you're asking. (Object noun clause)

We form noun clauses with that or a wh- word (who, what, which, where, when, why, or how) + subject + verb

- I expect that he will come to school tomorrow. (Noun Clause - with that)
- I understand that she can't come today. (Noun Clause - with that)
- They asked where I had spent my last night. (Noun Clause - wh- word)
- I wonder why she was disappointed. (Noun Clause - wh- word)

Note: that noun clauses with wh- words use statement word order, not question word order.

- Where did she go yesterday? (Question word order)
- I asked where she had gone yesterday. (Statement word order)

What or which in noun clauses can be followed immediately by a noun or noun phrase.

- I don't know what type of character he has. (Noun phrase)
- I wondered what school she studied in. (Noun)

How in noun clauses can be followed immediately by an adjective or adverb

- I need to know how old the girl is. (adjective)
- She asked how tall the boy is. (adjective)
- I was amazed at how quickly he learned. (adverb)
- They were astonished of how brilliantly she answered. (adverb)

### 2- Non-defining adjective clauses

-A non-defining adjective clause gives extra information about a noun. It comes right after the noun it describes and is separated from the rest of the sentence by commas.

-Non-defining adjective clauses begin with a relative pronoun: who for people, when for days and times, where for places, and which for things. Unlike in defining adjective clauses, that cannot be used as the relative pronoun

Examples:

- The boy, who is wearing red shirt, is my brother. (Non-defining adjective clause)
- The car, which had the accident, is repaired in the garage. (The noun: it describes)

### 3- Past forms for narrating past events

#### 1-Past Simple Tense

Use the simple past to talk about a completed action in the past.

Key words:

Yesterday - ago - last (week - month - year - Friday ..... ) - in the past - in 1GGG - One day -Once - Once upon a time ....

- Last Friday, I had a very bad experience.
- Two days ago, I visited my uncle.
- one day, I was going out for a walk when I saw a terrible accident.

#### 2- Past Continuous Tense:

We use the past continuous to talk about events that were in progress in the past. (was/were + verb - ing)

- I was watching TV yesterday, evening.

In narratives, we often use the past continuous with when or while to indicate an event (past continuous) that was interrupted by another event (simple past).

When past simple , past continuous. past continuous When past simple

- When I went home, my mom was cooking.
- They were playing football when he fell and broke his leg.

While (As) past continuous , past simple Past simple while (as) past continuous

- While I was doing my homework, my friend called me.
- I had an accident while I was travelling to Saudi Arabia.

#### 3- Past Perfect Tense:

Use the past perfect to show that one past event happened before another.  
(had + p.p)

- He went back to the hotel where he had dropped off his last passenger.
- We went back to where the accident had happened two hours earlier.

After/As soon as past perfect , past simple Past simple after/as soon as past perfect

- After Hana had eaten breakfast, she went to school.

Before /By the time past simple , past perfect Past perfect before/by the time past simple

- I had bought some food before I went back home.

#### 1- Past Perfect Continuous Tense:

Use the past perfect continuous to show that an event was in progress for a period of time before another event in the past. (had been + verb - ing)

- He went back to the hotel even though he had been driving all day.

## 4- Past perfect and past perfect continuous:

The past perfect and past perfect continuous show actions and events that happen before other past actions or events. The past perfect helps make the order of two past events clear.

- Abdo had bought a present but then he kept it with him. (First event - Second event)

The past perfect and past perfect continuous can provide background information or explanations for events and actions that happen later.

- Hana was angry because her father had left her alone.

The past perfect is often used in relation to specific past times and events and with time words

- She had left the office before the meeting began. (Time word)
- After he had saved enough money, he bought a new car. (Time word)
- By 10 p.m., they had finished their work. (specific past time)

The past perfect continuous emphasizes a continuous state or activity, often in contrast to another, explaining a result and describing a Background Action.

- They had been practicing for weeks before the performance. (Emphasises activity)
- I had been thinking about calling him when he suddenly called me. (Describing a Background Action)

## 5- Reduced adjective clauses:

- An adjective clause is a dependent clause that gives more information about a noun.

Subject adjective clauses begin with a relative pronoun, such as who, which, that, or whose. A verb follows the relative pronoun.

- That is the generous man who helps the poor people.  
That is the generous man helping the poor people.
- She was looking for the cat that was eating the fish.  
She was looking for the cat eating the fish.

If the verb is in the passive voice, take out the relative pronoun and the verb be

- The house that was built last year looks beautiful.  
(Passive voice - relative pronoun -verb be)  
The house built last year looks beautiful.
- The car that was repaired yesterday is mine.  
The car that was repaired yesterday is mine.

## 6- Past with used to and would

Used to and would describe past habits that no longer occur. Both are followed by the base form of the verb.

- In the 18th century, people used to/would write their documents by hand. (Base form)

Used to can describe an action or state that happened repeatedly or continued for a long time in the past

- I used to play football every weekend when I was young. (Action in the past)

- She used to live in Paris. (State in the past)

Would only describes actions or states that happened repeatedly, not things that continued for a long time

- When I was a child, I would go to the park every day after school.

- Every summer, we would visit my grandparents in the countryside.

It is common to use used to, would, and the simple past together. In longer passages, we often begin with used to and continue with would or the simple past

- In the 18th century, people used to write all their documents by hand. (1)

- They would carefully write each word with pen and ink, and then they let the ink dry. (2)

## 7-Passive voice with modals

modal or semi-modal + be + past participle

Modals: (can - could - shall - should - may - might - could - will - would - must)

Semi-Modals: (have to - has to - need to - ought to)

- We should visit grandma this week.

Grandma should be visited this week. (Modal)

- He has to buy a new car.

A new car has to be bought. (Semi-modal)

- The supervisor doesn't have to constantly watch the workers.

The workers don't have to be constantly watched. (Negative semi-modal)

## 8- Reduced non-essential adjective clause

-A noun- essential adjective clause gives additional informational about a noun. You can remove it and the sentence will still make sense. Only use the relative pronouns which, who, that with non-essential adjective clauses, and set the clause off with commas.

-A non-essential adjective clause with be can be reduced (or shortened) by deleting be and the relative pronoun. Reducing adjective clauses increases sentence variety and makes your writing more natural.

1-- The manager, who is responsible for the marketing department, will be at the meeting tomorrow.

-The manager, responsible for the marketing department, will be at the meeting tomorrow.

You can reduce adjective clauses that have passive verb forms (be + past participle).

- The book, which was published last year, became an instant bestseller. (Passive verb forms)

- The book, published last year, became an instant bestseller.

These reduced clauses are often placed in front of the subject, using a comma.

- Published last year, the book became an instant bestseller

## Writing topics

### The Layout of Describing Two Charts = (the format = the structure)

1. The introduction and the overview: we mention what the charts show + where + when).
2. The overview: We should also include one or two sentences that state the main trend(s) (upward, downward, or stability). We can mention the highest and lowest points. Remember: we should paraphrase the introduction and mention no details in the overview.

#### Example:

The two charts compare the popularity of different (eight) university subjects in the U.K. in 2010 and 2019. They both show the changes in subject preferences over this period.

Overall, the charts show that medicine and business remained the most popular subjects in both years, while arts and design experienced a slight decline in popularity. Most other subjects showed an increase in student interest over time.

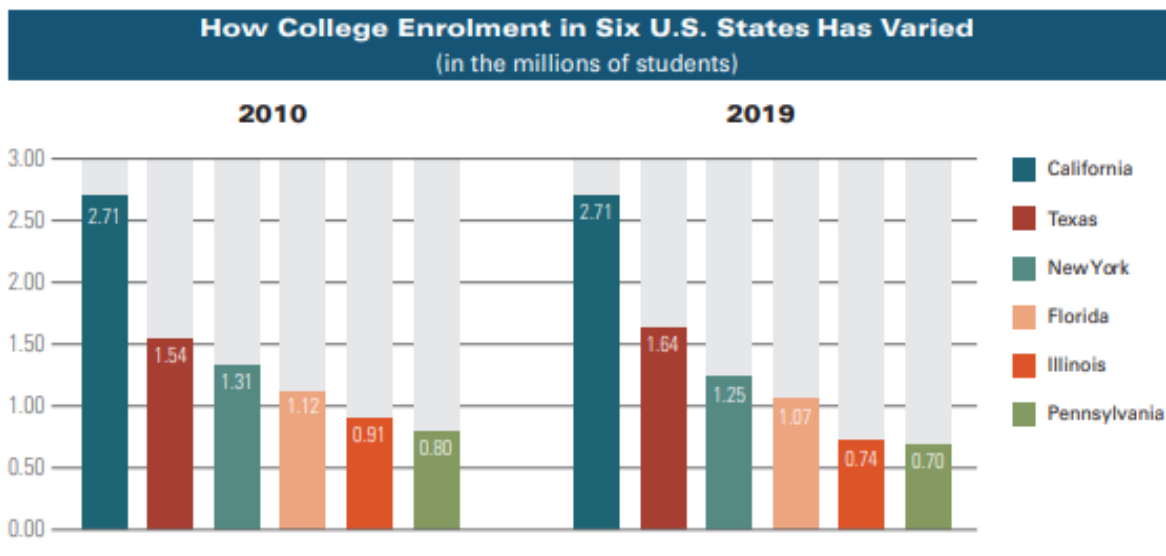
3. Two body paragraphs: we describe the key information such as changes over time, (similarities and differences). We can organize the body paragraphs in two ways.

#### Method 1:

- a. In the first body paragraph: we describe the main information in the first visual or chart.
- b. In the second body paragraph: we compare and contrast information from the second visual with the first visual. This means we mention the similarities and differences between the two.

#### Method 2:

- a. In the first body paragraph: we compare and contrast one piece of information in both visuals.
- b. In the second body paragraph: we compare and contrast a different piece of information in both visuals or charts. We use verbs, nouns, adjectives, adverbs, prepositions, and connectors. We often don't need a conclusion, give reasons for the trends or personal opinions about them. We often don't need a conclusion, give reasons for the trends or personal opinions about t



### **Trends in College Enrollment in Six U.S States: 2010 to 2019**

The two bar charts show the number of students enrolled in colleges in six states in the U.S in the years 2010 and 2019. These states are California, Texas, New York, Florida, Illinois, and Pennsylvania. Overall, it is clear that California had the most students in both years with the same number of students, and Texas was the only state where the number of students increased. The general trend is that some states had a small decrease in the number of students, while one state showed a small increase between 2010 and 2019.

From the chart, it can be seen that the state with the highest college enrollment was California in both 2010 and 2019. The number of students stayed the same at 2.71 million. In addition, Texas had the second-highest enrollment, and it increased slightly from 1.54 million in 2010 to 1.64 million in 2019. Besides, New York and Florida switched positions. In 2010, New York was third with 1.31 million students, but in 2019, it dropped to 1.25 million. Florida stayed close behind with 1.07 million students.

According to the chart, the other states showed (experienced) a decrease in enrollment. Illinois dropped from 0.91 million to 0.74 million, which was one of the biggest decreases. Pennsylvania, which had the lowest enrollment, also fell from 0.80 million in 2010 to 0.70 million in 2019. The other states, such as New York, Illinois, and Pennsylvania, showed small decreases in enrollment.

## **A response essay**

### **The layout of writing a personal response essay**

**1. What's a personal reflective essay?**

It's an essay in which we write about our reaction to something that we have seen (a picture, an advert, a video, a clip, a movie, or a documentary), read (an article, a book, a novel or a story), or heard (a podcast or a news story).

**2. How many paragraphs should we write? Five paragraphs.**

**3. How many words should we write? Between 240 and 300 words**

**4. Is it formal or informal? It is mostly informal.**

**How should we organise this essay? We can organise it in the following way.**

**1. Introduction: we include a hook at the beginning. It's a sentence that draws readers in and makes them want to know what comes next. It could be a question, an interesting quote, an exciting anecdote, or some important facts and statistics. Then provide some background information and finish the introduction with a thesis statement that tells the reader what to expect in the essay.**

**Avoid using statements such as: *I am going to tell you how I feel about this.***

**2. Body paragraph 1: we describe what we are responding to—a photo, a painting, a song, a documentary, a video, an event, etc. (we add some supporting ideas or details)**

**3. Body paragraph 2: we describe our emotional response and provide some ideas or details.**

**4. Body paragraph 3: we describe how our life changed. = How we started to think or act differently, and we provide some details.**

**5. Conclusion: we say what we learned or what we will do next. (some supporting ideas/details).**

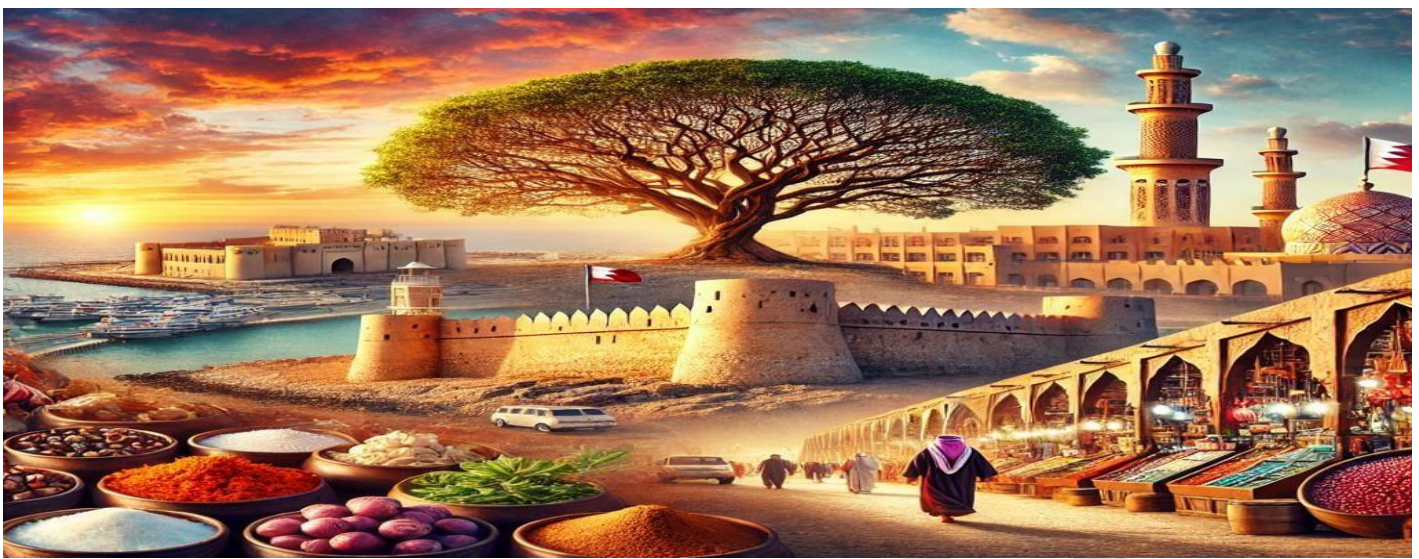
**1. We've all heard the expression**

**2. The photo shows**

**3. When I looked at the photo, I felt**

**4. After looking at the photo for a while, I decided to**

**5. From this photo, I learned .**



We've all heard the expression "A picture is worth a thousand words." Some pictures take us to new places and tell us stories about different cultures and histories. One such picture that caught my attention was a beautiful image of Bahrain's heritage. The mix of old forts, busy markets, and the famous Tree of Life showed the country's strong history and culture.

The photo shows some of Bahrain's most important places. In the front, there is a market full of colorful spices, fabrics, and handmade goods. People in traditional clothes walk through the busy streets. To the left, the old Bahrain Fort stands tall, looking over the calm waters where boats are docked. Above everything, the famous Tree of Life spreads its big branches, showing strength and survival in the desert. In the background, tall mosques rise, connecting the past with the present.

When I looked at the photo, I felt amazed by Bahrain's rich culture and history. The picture told a story of strength, trade, and tradition. It showed how the country has changed over time but still holds on to its roots. The mix of old and new made me think about how important it is to remember history while moving forward. It made me appreciate the beauty of culture and the need to protect it.

After looking at the photo for a while, I decided to learn more about Bahrain's history and famous places. It made me curious about Middle Eastern traditions, from their buildings to their food. I also thought about my own culture and how important it is to stay connected to my roots while also welcoming new experiences.

From this photo, I learned that culture shapes who we are. The picture reminded me that history and traditions should be remembered and passed down. It also taught me that even when things change, a place's spirit and people stay strong. This photo made me appreciate Bahrain's story and made me want to explore more about different cultures around the world.

### **3- A report about a strategy**

Report Template : [Topic] To: [Recipient]

From : [ your name ]

Date : [ Date ]

Subject: Strategies to Encourage [Topic]

#### **Introduction**

[Topic] is a valuable and useful activity that enhances [Benefits]. However, many people do not engage in it regularly. Encouraging participation requires strategic efforts.

This report highlights three effective strategies to promote [Topic.]:

[Strategy 1],[Strategy 2], and [Strategy 3].

These approaches can make [Topic.] enjoyable and accessible for everyone.

#### **Findings**

Firstly, one of the most effective ways to foster [Topic.] is by integrating it into[Relevant Environment ]. [Relevant Stakeholders ] can create engaging activities that make [Topic. ] exciting. For example, incorporating [Activity] into [Setting ] can inspire people to develop an interest in [Topic.]. When individuals cultivate this habit early on, they are more likely to continue engaging in it as they grow older. Additionally, offering a diverse range of [Resources] can cater to different interests يلبي اهتمام مختلفة and attract more participants. Another effective strategy is making [Resources.....] easily accessible. [Resources ]

should be available to all people in various locations. [Organizations ] can provide

free or affordable [Resources] for individuals of all ages. Local [Organizations.....] can also organize events such as [Event Type.] to attract more participants. Additionally, placing [Resources] in public spaces like [Examples]

can encourage people to engage in [Topic] during their free time. The easier it is to access [Resources ], the more likely people are to participate.

Lastly, forming [Groups/Communities] is another excellent way to promote[Topic ] .

These groups bring people together to [Activity] and share experiences, making [Topic] a social and enjoyable activity. When people have a community to engage with, they feel more motivated to continue. [Groups/Communities] can be formed in [Locations], helping to create a supportive environment for [Topic. ].

#### **Conclusion and Recommendations**

It is evident that various strategies can be implemented to encourage people to engage in [Topic.....]. Promoting [Topic. ] in [Setting مكان], ensuring easy access to [Resources], and creating [Groups/Communities] are some of the most effective approaches. To achieve widespread engagement, [Organizations] should collaborate to implement creative initiatives. By doing so, more people will benefit from [Topic],making it a more popular and enjoyable activity.

To: The General Manager

From: Noor Salah, Marketing

Department Date: April 17,  
2025

Subject: Effective Marketing Strategies for Launching a New Fruit Drink in Bahrain  
Introduction:

The food and beverage industry in Bahrain is very competitive. The market offers different brands of fruit drinks from Bahrain and abroad. This report aims to outline the most effective marketing strategies for launching a new fruit drink. The findings are based on current market trends, consumer behaviour analysis, and successful case studies from both local and international markets.

Findings

Research shows that using social media platforms has a strong capacity to enhance brand visibility and engagement. Creating targeted ads on social media platforms can attract a large part of the population. Besides, collaboration with popular local influencers can drive interest and credibility.

In addition to social media, forming partnerships with restaurants, coffee shops, cold stores, supermarkets, and malls can enhance accessibility and exposure. This strategy has been used by many local companies to boost their visibility. For example, a soft drink company managed to increase its sales by over 30% by partnering with key restaurants and supermarkets, and offering promotional prices.

Last but not least, organising launch events can create a lot of excitement. Hosting an event at a popular mall in Manama with live entertainment can attract large crowds. Meanwhile, local media can be invited to cover the event and report it through different channels. This smart approach has also been used by many companies in Bahrain. Attendees could taste the product, take free samples, and learn about its unique health benefits.

Conclusions and Recommendations:

To ensure a successful product launch in Bahrain, I recommend utilising these three strategies at the same time. By deploying social media campaigns, forging strong partnerships, and organising launch events in major attractions, we will be able to maximise visibility and consumer engagement.

## **Cause-and-effect essay = Reason and result essay**

### **What is a cause-and-effect essay?**

It is a formal piece of writing that discusses the causes (reasons) of a topic and its results (effects). It includes an introduction, 3 body paragraphs, and a conclusion.

### **The layout of writing a cause-and-effect essay**

1. **Introduction:** introduce the topic and the main idea, define it and add one or two sentences + show how to organize the article.
2. **Body paragraph (1):** show the first reason and its effect + add some supporting sentences.
3. **Body paragraph (2):** add the second reason and its effect + Give some supporting sentences.
4. **Body paragraph (3):** add the third reason and its effect + Give some supporting sentences.
5. **Conclusion:** summarize the main points in the essay and give your opinion, a solution suggestion, prediction, a call to action or some advice. [paraphrase your writing].

## **The three essential factors (reasons) that contribute (lead) to entrepreneurial success**

How wonderful to watch a startup grow from a simple idea into a flourishing business. It is truly amazing. Around the world, successful entrepreneurs are praised for their creative businesses, their unique personal qualities and problem-solving skills. But what really leads to their success? According to experts, there are three essential factors that contribute to this success: creativity, perseverance, and skillful risk-taking.

The first main factor that leads to entrepreneurial success is creativity. It is fundamental to achieve success. Entrepreneurs need to view the world differently and come up with innovative solutions. They should have the ability to know (anticipate) people's need and work smartly to meet them. This creative thinking leads to success in any market. To give an example, Steve Jobs, the co-founder of Apple Inc. changed several industries with modern products like the iPhone and iPad.

Another important factor that leads to success is perseverance (hard work). It is necessary for entrepreneurs. Indeed, the path to creating and maintaining a business is full of obstacles that can discourage people. Jack Ma founded the e commerce shopping website Alibaba. He faced many problems before his idea became popular. However, he stayed hopeful and hardworking, and he could overcome these challenges. His persistence was crucial to build a huge fortune. Entrepreneurs must overcome the difficulties and learn from failures. This keeps them moving forward towards their goals successfully.

Lastly, a third factor for success is the skillful risk-taking. It is another distinguishing trait of successful entrepreneurs. They must make thoughtful decisions in uncertain situations. They should be able to weigh the possible gains against the risks. Elon Musk's projects, like Tesla and Space, is an example of strategic risk management. These companies overcame severe financial struggles and technological challenges. They reshaped the automotive industries successfully by prioritizing sustainability and innovation.

In conclusion, it is evident that there are many reasons behind entrepreneurial success. I believe that the stories of successful entrepreneurs show that creativity, perseverance, and skillful risk-taking are fundamental. These traits will always be very important. The future will see a growing need for such dynamic leaders, with these important qualities which drive to success, innovation and economic development.