

مراجعة اللغة الإنجليزية 202



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

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ملفات اكتب للمعلم اكتب 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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي حسب 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

فقرات اللغة الإنجليزية

1

فقرات اللغة الإنجليزية

2

فقرات اللغة الإنجليزية

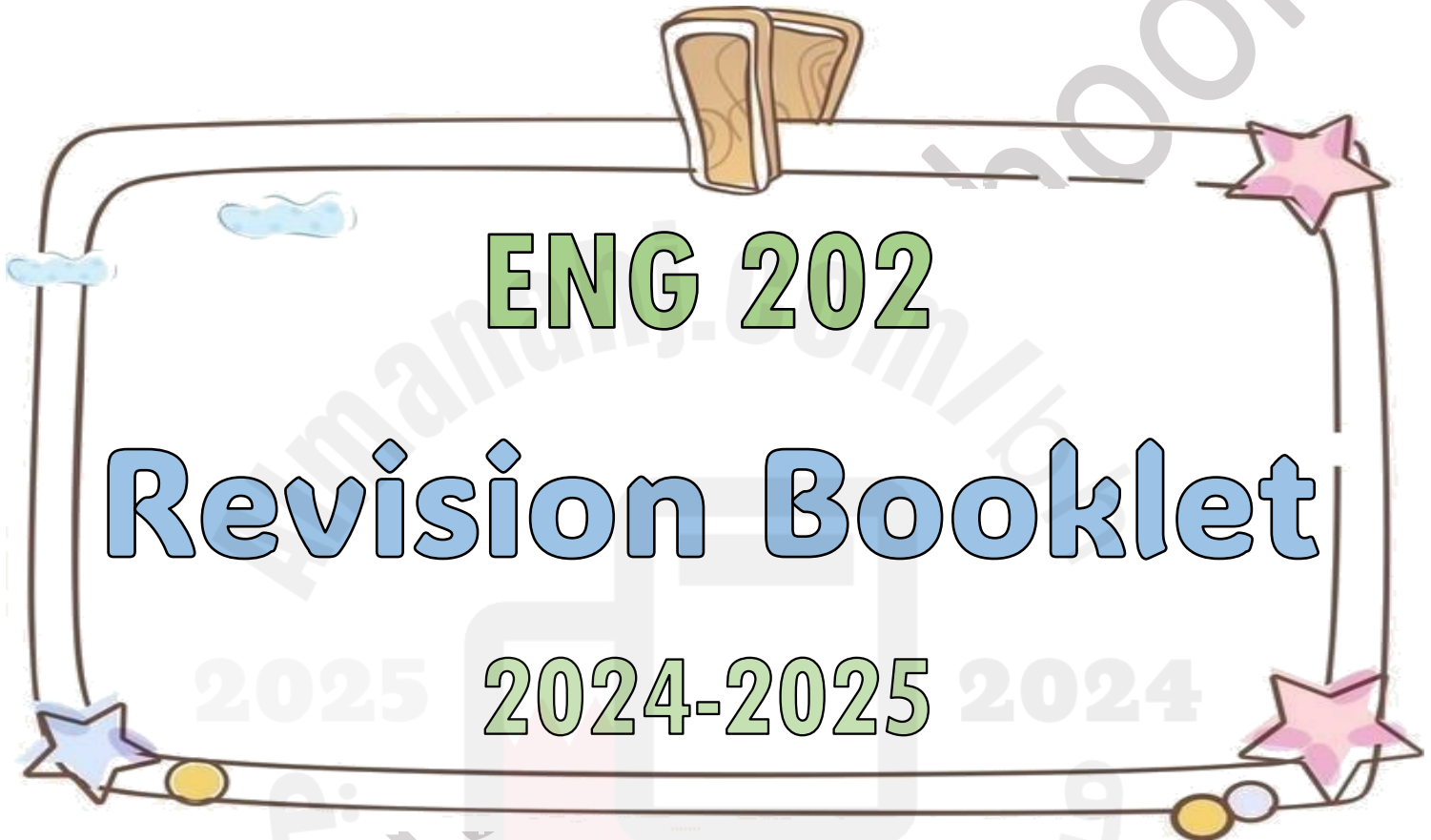
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مذكرة اللغة الإنجليزية Eng 202

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فقرات اللغة الإنجليزية

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Unit 5 Learn to change Vocabulary

| Words | Meaning |
|--------------------------|------------|
| Admit (V) | يعترف |
| Assumption (n) | افتراض |
| Fund (v) | يمول |
| Impressive (adj) | مذهل |
| Passion (n) | شغف |
| Ambition (n) | طموح |
| Degree (n) | شهادة |
| Gifted (adj) | موهوب |
| Institute (n) | مؤسسة |
| Struggle (v) | يعاني |
| Stress (v) | صر على |
| Outgoing | اجتماعي |
| Resource (n) | موارد |
| Broaden (v) | وسّع |
| Campus (n) | حرم جامعي |
| Concentration (n) | تركيز |
| Concerned (adj) | قلق |
| Get involved in (v phr) | يندمج في |
| Intimidating (adj) | مخيف |
| Make the most of (v phr) | استفادة من |
| Schedule (v) | يجدول |
| Balanced diet (n phr) | أكل صحي |
| Capacity (n) | سعة |
| Moderate (adj) | معتدل |
| Recurring (adj) | يتكرر |

| Words | Meaning |
|--------------------|----------------|
| Academic (adj) | اكاديمي |
| Discipline (n) | انضباط |
| Formal (adj) | رسمي |
| Individual (n) | فرد |
| State (n) | حالة |
| Bias (n) | متحيز |
| Emerge (v) | تظهر |
| Hard-working (adj) | مجتهد |
| Quit (v) | تخلي عن ترك |
| Truth (n) | الحقيقة |
| Confident (adj) | واثق |
| Judgement (n) | الحكم |
| Question (v) | استجوب اختبر |
| Going on (v) | يحدث |
| Gap year | سنة فاصلة |
| Opted for | اختيار |
| Straight after | مباشرة بعد |
| To be honest | بكل صراحة |
| In the end | في النهاية |
| Adjust (v) | تكيف |
| Build up (v) | يطور او يزداد |
| Crunch (n) | ازمة |
| Procrastinate (v) | تأجيل |
| Vary (v) | يتغير |

Unit 5 Learning to change Vocabulary Review

| | | | | |
|----------|------------|--------|------------|---------|
| admit | assumption | fund | impressive | passion |
| ambition | build up | gifted | moderate | vary |

A VOCABULARY REVIEW Complete the sentences with the words from the box.

1. A common issue is that..... children are so smart they don't need to work hard.
2. Greta Thunberg has done some.....things, including sailing across the Atlantic.
3. Before deciding to start a company, it's important to plan how you will..... it.
4. We sometimes find it hard to..... when we make a mistake.
5. Follow your " "..... is good advice if you know what you love to do.
6. It's important to keep up with school work so that it doesn'tand become overwhelming.
7. It's important to eat healthy foods, but you should..... what you eat to avoid getting bored.
8. I made the..... that you had lived in the UK because your accent is great.
9. He followed hisand won awards for his poetry.
10. A..... amount of daily exercise is good for your brain and your body.

B Choose a word that you learnt in the unit to complete the sentence.

1. We are looking for someone to..... our new project.
2. She is a really..... young entrepreneur.
3. Some students..... with moving away from their family home.
4. Whatdoes the professor work at?
5. My sister is a very..... person. She loves to meet new people.
6. The teacher..... that the students had to submit their essays for marking on time.
7. My friendher job and went to university to study to be a doctor.
8. I received aletter to say I've been accepted on the degree course.
9. I think you should trust his..... . He is usually right.
10. You must give yourself time to..... to new situations.

Unit 5 Learning to change Grammar 1

Grammatical rule: **Noun clause**

*It includes a (**wh- words/that** + **Subject** + **Verb**).*

EXAMPLE 1 I know **where she lives**.

EXAMPLE 2 I stressed **that it was risky**.

A GRAMMAR REVIEW Choose the best answer.

1. She asked me **where** I went to school / where did I go to school.
2. She couldn't tell me **what** did she know / what she knew.
3. I don't know **how** many sisters she has / how many sisters does she have.
4. It's not important **who** are you / who you are.
5. What matters is **what** you do / what do you do.

B GRAMMAR REVIEW Choose the correct wh-word to complete each sentence.

1. I don't understandhe is saying.
a. what b. why c. who d. when
2. She explainedwe had to listen to the lecture twice.
a. who b.what c.why d.which
3. I'd like to knowold the building is.
a. when b.who c.what d.how
4. He asked book you wanted.
a. which b.why c.who d.how
5. I can't remember kind of shoes he was wearing.
a. who b.what c.when d.how
6. They were discussing the project is expected to start.
a. whose b.when c.who d.which
7. She doesn't knowhe left the country.
a. where b.what c.why d.who
8. The teacher askedfinished their homework.
a. when b.which c.who d.how
9. I need to find out this application works.
a. which b.what c.how d.who
10. The general manager told ushe wants to train all employees.
a. which b.who c.what d.why

Unit 5 Learning to change Grammar 2

Grammatical rule: Noun defining adjective clause

(The noun, relative pronoun ,).

EXAMPLE 1

My friend, **who is a chef**, invited us to dinner.

| Relative Pronouns | Usage | Examples |
|-------------------|-------------------|--|
| who | For people | - My brother, who lives in New York , is coming to visit. |
| when | For days | - Her birthday, when she turned 18 , was celebrated with a big party. |
| where | For places | - Paris, where I spent my childhood , is a beautiful city. |
| which | For things | - The book, which I borrowed from the library , is fascinating. |

Note : Use of Commas: Non-defining adjective clauses are always set off by commas.

A GRAMMAR REVIEW Complete the sentences with **who**, **which**, **when**, or **where**.

1. The new university,has a huge library, opened last week.
2. My professor,has written many books, is a well-known academic.
3. We visited the campus,we all took selfies.
4. She offered me a coffee,was just what I needed!
5. Yesterday, was a holiday, during.....we relaxed and stayed at home.
6. The graduation party is on Saturday,all my family can come.

B GRAMMAR REVIEW Combine the following sentences using non-defining adjective clauses.

1. The University of Bahrain offers a wide range of courses. / It is located in Sakhir.
2. The new marketing strategy has increased sales. / It was implemented last quarter.
3. Dr. Abdul Aziz has published numerous research papers. / He teaches at Cambridge.
4. The annual report provides insights into the company's performance. / It was released last week.
5. Our online learning platform offers various services. / It was launched a few years ago.
6. The CEO introduced a new business model. / She has led the company for ten years.
7. The textbook includes case studies on global business. / It is widely used in MBA programmes.
8. The educational conference attracts experts from around the world. / It is held every July.
9. The training programme enhances employee skills. / It was developed by industry experts.
10. The startup received significant funding. / It specialises in educational technology.

Unit 5: Learn to change: Writing a description of two charts

عند كتابة تقرير تحليل بيانات رسم بياني يجب اعادة التالي :

- كتابة مقدمة توضح محتوى الرسميين البيانيين.
- ترتيب الأعمدة من الأعلى إلى الأقل قبل البدء في المقارنة.
- كتابة خاتمة تلخص أوضح الفروقات

| The writing layout | |
|-----------------------|--|
| Introduction | Summaries what the charts show, state the main trends or points. |
| First body paragraph | Method 1: Describe the main information from the second visual with the first visual |
| Second body paragraph | Restate overall main idea: |

The writing template

Introduction:

-The two charts give information about thechart title..... inyear 1..... andyear 2..... The general trends changed positions, and (some of them /number) (declined/ increased) in popularity.

Body 1:

Describe the first visual.

Body 2:

compare and contrast information from the second visual with the first visual.

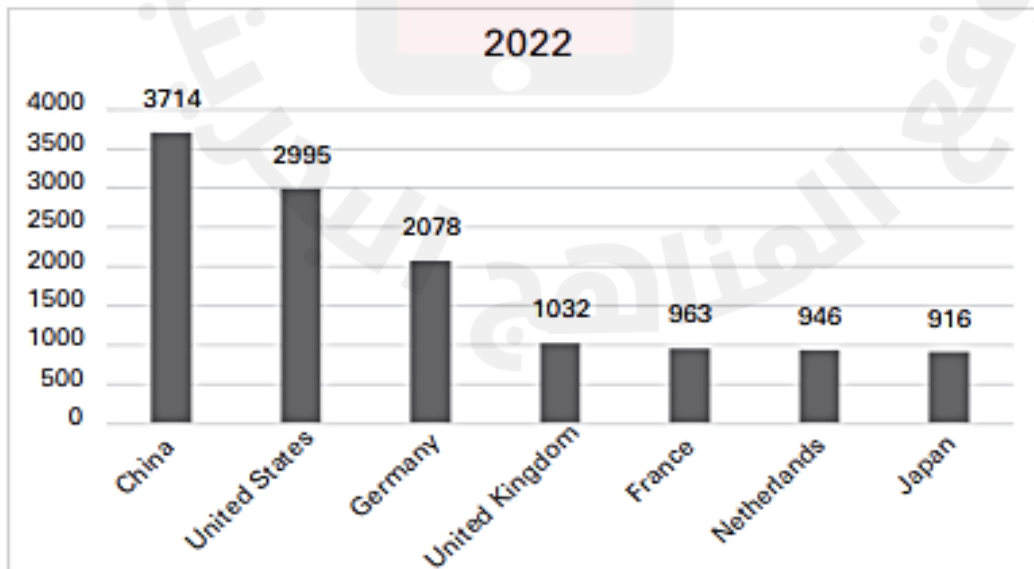
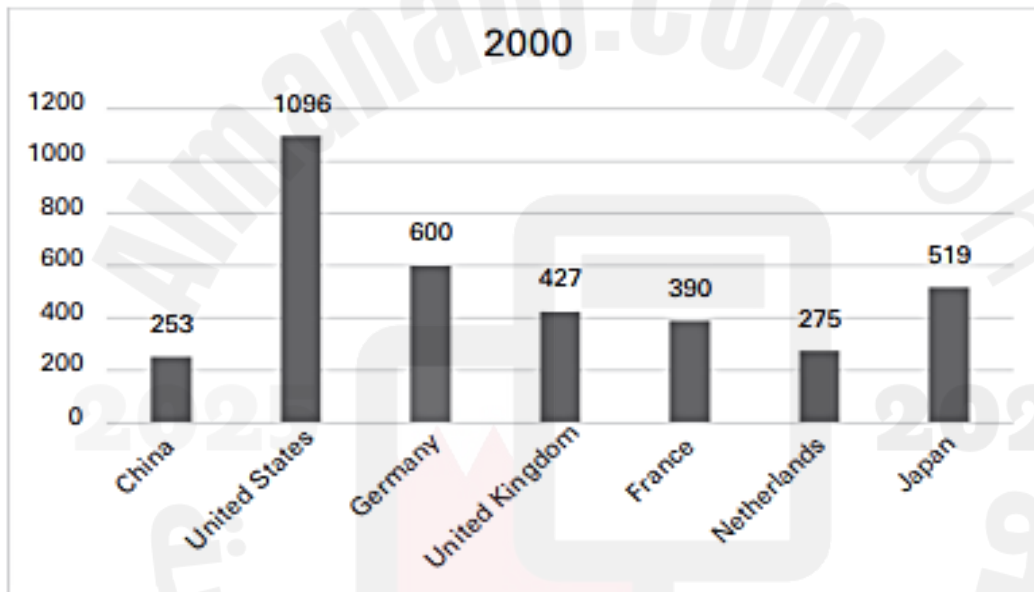
Practice Question

Write a 150 words report comparing between the data in the two charts below.

- Note trends and similarities and differences

A Look at the bar charts. Use the table to note trends, similarities, and differences in the information.

Exports of goods and services (in billion US dollars)



Unit 6 Photo story Vocabulary

| Words | Meaning |
|------------------|------------|
| Course of events | احداث |
| Engage | جذب انتباه |
| Habitat | موطن |
| Link | صلة |
| Prompt | حث / دفع |
| Deliberately | عمداً |
| Formal | رسمي |
| Humanity | انسانية |
| Portrait | لوحة |
| Remote | منعزل |
| Climax | ذروة |
| Conflict | صراع |
| Crisis | أزمة |
| Dilemma | معضلة |
| Flaw | عيوب |
| Incident | حادث |
| Moral | أخلاقي |
| Obstacle | عائق |
| Overcome | يتغلب على |
| Status | وضع |
| Tripped over | تعثر |
| Entire | كامل |
| Crush | كسر / تحطم |
| Exhaustion | ارهاق |
| Platform | منصة |

| Words | Meaning |
|--------------|-----------|
| Leaning | يستند على |
| Sniffing | يشم |
| Weapon | سلاح |
| Stab | طعن |
| Roared | زئير |
| Acknowledge | يقر |
| Aspire | يطمح |
| Motivation | تحفيز |
| Persistence | المثابرة |
| Serve | يخدم |
| Ageing | شيخوخة |
| Attain | تحقيق |
| Obstacle | عقبة |
| Resilience | صمود |
| Setback | نكسة |
| Assemble | يجمع |
| Exclusively | حصرياً |
| Mode | طريقة |
| Slightly | قليلاً |
| Superior | متفوق |
| Demonstrate | يوضح |
| Implications | تداعيات |
| Recall | يتذكر |
| Store | يخزن |
| Trigger | يحفز |

Unit 6 Photo story: Vocabulary Review

a. Complete the paragraph with the correct form of the words. One word is extra.

engage habitat link portrait prompt remote

Art galleries often have photography exhibits. Which types of photos are most likely to 1 --
----- visitors? 2----- of famous people usually 3 -----
remote the strongest responses from the public. Photos of rare animals from 4-----
natural 5 ----- are also very popular.

B. Choose the best option in each sentence.

1. Texting is not always the best **mode / implication** of communication.
2. Workers **demonstrate / assemble** hundreds of parts in a factory to make a car.
3. Most people cannot **trigger / recall** events from before they were three years old.
4. Many people **store / demonstrate** their old photographs in boxes.
5. The story's **moral / obstacle** teaches us the importance of honesty and integrity.

C. Choose a word that you learnt in the unit to complete the sentence.

1. It was a very ----- event.
2. On some days, I don't have the ----- to do much studying.
3. He ate the ----- cake.
4. You need to ----- your customers' interest.
5. What is the cat ----- on the floor? It looks like an old sock.
6. I have finally ----- my fear of snakes.
7. Did you see him ----- over that rock?
8. My new car is ----- smaller than my old one. But you probably wouldn't notice the difference.
9. I can't ----- what his name was?
10. We photograph the animals in their natural -----.

Unit 6 Photo stories Grammar 1

Grammatical rule: Past forms

| | Past Forms | Grammatical rule | Useful words indicate the (Tense) |
|---|--|---|--|
| 1 | Past simple | Past tense (V2) | Yesterday , last , ago , when I was In 1999, In April , this morning |
| 2 | Past continuous (Ongoing action interrupted by another past event) | She, he, it , I : was + v + ing They, we , you: were + v + ing | At the moment When.....simple.../.....ing..... While.....ing...../.....simple..... |
| | | |ing.....when.....simple...simple.....while.....ing..... |
| 3 | Past perfect (Action happened before another past action) | had + Past participle (V3) | already Before.....simple.../.....perfect..... By the time.....simple...../.....perfect..... |
| | | |perfect.....before.....simpleperfect.....by the time.....simple..... |
| 4 | Past perfect continuous (Action was ongoing before an other past action) | had + been + v + ing | Same like past perfect but it needs duration such as for 3 weeks For ...time...../ all day / whole day / all week مدة زمنية |

A GRAMMAR REVIEW Complete the sentences with the correct form of the verbs.

1. I (tell) John not to call, because I (work) all day.
2. While I..... (listen) to the radio someone..... (ring) the bell.
1. Ameera (receive) her exam results last Friday.
2. I (watching) TV when the power went out two hours ago.
3. By the time my manager called me yesterday evening, I (already / leave) the office.
4. They..... (travel) for three months when they decided to return home last year.
5. While I..... (jog) in the park this morning, I realized I had forgotten my water bottle.
6. Fatima..... (feel) sick for a week before she visited the doctor last Tuesday.
7. We were having dinner when we..... (hear) the news about the accident last night.
8. After they..... (submit) the project, they went out to celebrate last Saturday.
9. Hassan (work) on his website for months before he launched it last month.
10. By the time we..... (get) to the theater last Sunday, the play had already started.

Unit 6 Photo stories Grammar 2

Grammatical rule: Past perfect & past perfect continuous

| | Past perfect | Past perfect continuous |
|------------------|--|--|
| Usage | -Happened before another past actions -Focuses on the completion of an action. | -Happened before another past actions -Focuses on the duration or continuity of an action. |
| Useful words | already / never / before / by the time / just | For / since / All (day, week, etc.) /by the time |
| Grammatical Rule | had + Past participle (V3) | had + been + v + ing |
| Example | She had seen the movie before I did. | He had been waiting all day when she finally called. |

A. Complete the sentences with the correct form of the verbs.

- By the time the movie started, we (finish) our dinner.
- He (wait) for the bus for over an hour when it finally arrived.
- We (plan) the trip for months before we actually went
- She (already/leave) when I arrived at the meeting.
- They (complete) the project before the deadline.
- They (work) on the presentation for weeks before the conference.
- He (not/see) the email until it was too late.
- We (visit) the museum before it closed.
- I (read) the book for days before I finished it.
- She (study) for hours before the exam began.
- By the time he got to the station, the train (leave).
- He (just/enter) the office when the meeting was canceled.
- After he..... (complete) the assignment, he went to bed.
- He (work) on the project since last week.
- She (read) the book before the class started.

Unit 6: Photo stories: Writing a response essay about a photograph

عند كتابة مقال استجابة يجب مراعاة التالي :

- قد ترد صورة مع السؤال أو بدون صورة.
- أن عدد الفقرات يجب أن يكون 5
- الالتزام بترك سطر بين الفقرات .

The layout of A response essay about a photograph

| | |
|--------------|---|
| Introduction | Include a hook and thesis statement |
| Body 1 | Describe what you are responding |
| Body 2 | Describe your feelings with details |
| Body 3 | Describe how did you start to act and think differently |
| Conclusion | What you learned and what you will do next |

The writing template

A picture is worth a thousand words. This is what I have figured it out when I saw the photograph that has changed the way I think and act.

The photo showed a...(place).....in ...(city)..... It is (وصف الألوان).... The colors added a value to the picture. It represents the problem of (عنوان)..... It showed (وصف الصورة)

When I looked at the photo I felt..... (وصف الشعور عند رؤية الصورة باستخدام ثلاث صفات)
على الأقل مع الشرح

.....
.....
.....

After looking at the photo for a while I decided to (تعدد التغييرات مع)
(الشرح).....

.....
.....
.....

From this photo I learned that every day is a new chance to think wisely and act differently. I learned from this photo that I should look at things from different angles and I never have to underestimate the power of pictures.

A sample writing:-

A response essay about a photograph



They say, “A picture is worth a thousand words,” and that saying came true when I saw a photo of Manila Bay in the Philippines, taken in 2021. The water was full of plastic bottles, bags, and trash floating everywhere. The sky looked gray, and the sea animals were nowhere to be seen. That one picture showed the sad truth about how badly we are treating our planet.

The picture showed the coastline of Manila Bay covered in garbage. You could see plastic floating in the water and piling up on the sand. Some people were trying to clean, but it looked too much for just a few hands. The sea looked sick, and the waves carried more waste every second. It looked like a sea that could no longer breathe.

This picture made me feel sad because the ocean is a beautiful gift, and we are hurting it. I also felt shocked by how much waste there was—over 3,500 tons of garbage are collected from Manila Bay each year. Lastly, I felt guilty, thinking about how I sometimes use plastic without care.

After seeing the picture, I started using a reusable water bottle instead of buying plastic ones. I also joined a local beach clean-up with my school. I am now more careful with recycling and try to teach my family the same. These small changes help, and they make me feel better.

From this picture, I learned that nature is suffering because of our actions. It taught me that we cannot wait for others to fix things—we must all do our part. Even small steps matter. A single picture opened my eyes and moved my heart to care more for the Earth.

Practice Question

You've recently seen a photo that made you think and act differently. Write a response essay including the following elements.

- Describe the picture.
- Describe your feeling.
- Mention 3 decisions you've made in your life.
- Write the lesson you've learnt.

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Unit 7 Changing history Vocabulary

| Words | Meaning |
|-----------------|--------------|
| adapt | تأقلم |
| bacteria | بكتيريا |
| break down | يتحلل |
| critical | ضروري |
| limitation | حد |
| nutritious | مغذي او صحي |
| preserve | محفوظ |
| settle | استقر |
| tightly | مغلق بأحكام |
| transform | تحول |
| attain | يحقق/يصل إلى |
| cure | يعالج/يشفي |
| historically | تاريخياً |
| hygiene | نظافة |
| medical | طبي |
| norm | أصل/قاعدة |
| rub | يفرك |
| straightforward | بسيط |
| sweat | يتعرق |
| treat | يعالج |
| antiseptic | مطهر |
| deadly | مमित |
| enthusiasm | حماس |
| promise | يعد |
| Visual | مرئي ابصري |

| Words | Meaning |
|----------------|---------------|
| filth | قذارة |
| germ | جرثومة |
| infections | التهاب/عدوى |
| instantly | فوراً |
| organism | كائن حي |
| spitting | بصق |
| surgeon | جراح |
| appeal | يناشد/ يلتمس |
| basically | بشكل أساسي |
| emotions | مشاعر |
| logic | منطق |
| media | وسائل الاعلام |
| recommendation | توصية |
| whereas | بينما |
| drawback | العيب |
| fake | غير حقيقي |
| flexible | مرن |
| fragile | قابل للكسر |
| ironically | ومن المفارقات |
| luxury | فخم |
| scarce | نادرة |
| stiff | قاس |
| take off | نجح |
| wire | سلك |
| Psychology | علم النفس |

Unit 7 Changing history Vocabulary Review

A. Complete the sentences with a word from the box.

adapt / bacteria/ break down /critical /limitation

1. Oxygen and water are both ----- for human life.
2. The food you eat begins to ----- as soon as you put it in your mouth.
3. You can ----- most recipes to feed more or fewer people.
4. There is usually a ----- on the number of people allowed in the restaurant.
5. Millions of ----- live on our skin and inside our bodies. Most are harmless.

B. Read the sentences. Choose the correct meaning for the words in bold.

1. Often, the main **drawback** of a plan is that it is too expensive.
a. idea b. disadvantage c. cost
2. Many people think that real plants are more attractive than **fake** ones.
a. flowering b. wild c. not real
3. Some tree branches don't break even in strong wind because they are **flexible**.
a. able to bend b. heavy c. growing
4. Items made of glass are usually **fragile**, so you need to handle them carefully.
a. difficult to use b. expensive c. easily broken
5. Smartphones should make our lives easier, but **ironically**, they often do the opposite.
a. in an unexpected way b. obviously c. in a way that is hard to understand

C. Choose a word that you learnt in the unit to complete each sentence.

1. ----- are tiny things that can make you sick.
2. When I moved to the city, I found it very noisy. Now I've ----- around me and I don't notice them anymore.
3. People ----- when they get hot or when they exercise.
4. The instructions are very ----- and easy to follow.
5. Some snake bites can be ----- Others just make you ill.
6. This new cleaning product is very effective. It kills all -----and bacteria.

Unit 7 Changing history Grammar 1

Grammatical rule: **Reduced adjective clause**

| | Followed by a verb to be | Followed by a verb |
|---------|--|---|
| | When the adjective clause contains a form of "be" (is, are, was, were): | When the adjective clause does not contain a form of "be": |
| Rule | 1. Remove the relative pronoun like: "who," "which," "that," etc. 2. Remove the form of "be" : "is," "are," "was," or "were," | 1. Remove the relative pronoun like: "who," "which," "that," etc. 2. Put the verb in the infinitive form and add -ing. |
| Example | Full clause: The car that was parked outside is mine. | Full clause: The woman who lives next door is a doctor. |
| | Reduced Clause: The car parked outside is mine. | Reduced Clause: The woman living next door is a doctor. |

A GRAMMAR REVIEW Reduce the adjective clauses found in the following sentences.

1. People who pay attention to ads often buy more than they need.
2. Food that was preserved in the past wasn't very nutritious.
3. The information which was included in the article is very interesting.
4. The girl who is smiling in the picture is a child actor.
5. I don't have many objects which are made of plastic.

B. Reduce the adjective clauses found in the following sentences

1. The person who is speaking at the conference is a renowned scientist.
2. The cake that was baked by my sister was delicious.
3. The flowers which are growing in the garden are very colorful.
4. The laptop which is sitting on the table is mine.
5. The movie that was directed by Spielberg won several awards.
6. The kids who are playing in the park are having a great time.
7. The report which was submitted yesterday contains some errors.

Unit 7 Changing history Grammar 2

Grammatical rule: Used to & would

| | Used to | Would |
|---------|--|---|
| Rule | Used to + infinitive | Would+ infinitive |
| Usage | <p>to talk about <u>past habits</u> (repeated <u>past actions</u>) that don't happen anymore</p> <p>-to talk about <u>past states</u> that are not true anymore.</p> | -to talk about <u>repeated past actions or habits</u> that don't happen anymore. |
| Example | <u>Past habits / actions</u> | <u>Past actions</u> |
| | <p>-She used to smoke but she gave up a few years ago.</p> | <p>-I used to live in London for ten years.</p> <p>-I used to be a teacher</p> |
| | | <p>Every Saturday I would go on a long bike ride.</p> <p>Every summer, we would spend a month at the beach.</p> |

| State verbs | | | |
|--|--|--|----------------------------------|
| Mental stative verbs | | Physical stative verbs: | |
| Refer to mental states such as feelings, senses, beliefs, and thoughts | | Refer to physical states such as possessions and states of being | |
| Ex: | think, believe, understand, remember, forget, know, want, imagine, prefer and like | Ex: | have, own, possess, owe and live |

A. GRAMMAR Choose the correct option you . You can use two options if it is possible.

1. When I was young, we..... in a small flat in the countryside.
a. would live b. used to live
2. Every morning, my motherwhile everyone else was asleep.
a. used to prepare breakfast b. would prepare breakfast
3. My brotherthe best student in his class.
a. would be b. used to be
4. I..... school as a child.
a. used to like b. would like
5. In the early days of his career, Nassermeetings with potential investors every week.
a. would have b. used to have
6. People..... less about environmental issues in the past.
a. would care b. used to care
7. When computers were first introduced, they..... take up entire rooms.
a. would b. used to
8. During the early 2000s, Singapore..... fewer opportunities for technology startups.
a. would have b. used to have
9. In traditional education, teachersrely heavily on textbooks and the board.
a. would b. used to
10. Artists in the 19th century using natural light as their primary source.
a. would paint b. used to paint

Unit 7: Changing history : Writing a report about strategies

عند كتابة تقرير عن استراتيجيات يجب مراعاة التالي :

- أن عدد الفقرات يجب أن يكون 5
- ضرورة العناوين الفرعية (introduction- Findings- Conclusion and recommendation)
- الالتزام بعرض ثلاث استراتيجيات مقنعة (كل استراتيجية مع شرحها في فقرة) مع شرح كل استراتيجية .
- ترك سطر بين كل فقرة.
- إضافة خاتمة تلخص جميع الاستراتيجيات.

The writing layout

| | |
|--|---|
| Heading | <ul style="list-style-type: none">- To:.....- From:.....- Date:.....- Subject :..... |
| Introduction | <ul style="list-style-type: none">- Introduce to the topic- State the purpose- Indicate the source of information |
| Findings (Each strategy in a separated paragraph) | <ul style="list-style-type: none">-First strategy with details-Second strategy with details-Third strategy with details |
| Conclusion & recommendations | <ul style="list-style-type: none">- Main recommendation- Expected outcome |

The writing template

Introduction:

- Every person should have a plan and strategies to achieve his goal and succeed. This report aims to highlighttopic..... The finds are based on recent researches and trends.

Findings:

-Firstly,
-In addition,
-Moreover,

Conclusion and Recommendations:

-To ensure getting the best outcomes, I recommend using all these strategies at the same time. Implementing these strategies will satisfy the interests of both parties and engage more audience.

A report about strategies

Introduction:

To succeed, people and businesses need clear plans and smart strategies. This is especially true for companies that sell organic food. In Bahrain, more people are starting to buy local organic food, but more can be done to increase interest. This report shares **the best ways to encourage more customers to buy organic food made in Bahrain**. The ideas are based on recent studies and market trends.

Findings:

One of the best ways to get more customers is by **explaining the benefits** of organic food. Many people do not know how organic food can be healthier and better for the environment. So, using ads, social media, and clear product labels to show these benefits—like fewer chemicals, better nutrition, and safe farming methods—can help people understand and trust the product.

Another useful idea is to **hold public events**, such as a launch in a shopping mall. People enjoy live experiences, and when they can see, taste, and learn about products in person, they are more likely to buy. Studies show that about 90% of people pay more attention to products they can try at live shows or interactive booths.

Also, **special deals and short-time offers** can help increase sales. People are often interested in discounts, free samples, or buy-one-get-one deals—especially if they are only available for a limited time. These offers make people feel excited and more willing to buy right away.

Conclusion and Recommendations:

To get the best results, it is a good idea to use all these strategies together. Teaching people about the product, giving them a chance to try it, and offering good deals will bring in more customers. This will help the business grow and support healthy living and the local economy. If used well, these strategies can help Bahrain's organic food industry grow and succeed.

Practice Question

Imagine you work for a local company. The general manager has asked you to prepare a report about *the most effective strategies to encourage people to read more books in Bahrain*. Write a report around 250-300 words including the following:

- Introduce the topic
- Include 3 strategies
- Add a conclusion and recommendations.

Unit 8 Leading businesses Vocabulary

| Words | Meaning |
|-----------------|--------------|
| ambitious | صعب او متطلب |
| assertive | واثق |
| Self-confidence | ثقة بالنفس |
| determined | مصمم |
| disrupt | يغير |
| insurance | تأمين |
| network | شبكة |
| purse | يسعى |
| remarkable | رائع |
| secure | آمن |
| Laisses-faire | |
| complaint | شكوى |
| freedom | حرية |
| inclusive | شامل |
| profit | ربح |
| bond | رابط |
| consultant | مستشار |
| humility | تواضع |
| observe | راقب / شاهد |
| satisfaction | رضا |
| constantly | بشكل متواصل |
| flap | خفق / رفرق |
| head for | يتجه الى |
| howl | عوى / نيح |

| Words | Meaning |
|---------------|--------------------|
| predator | حيوان مفترس |
| drought | جفاف |
| goose | وزة |
| herd | قطيع |
| Look out for | ابحث عن |
| taken over | تم الاستيلاء عليها |
| authoritative | صاحب سلطة |
| fire | يطرد |
| inspiration | ملهم |
| obvious | واضح |
| show off | تفاخر / تباهي |
| control | يسيطر على |
| hire | يوظف |
| motivated | يحفز |
| profitable | مربح |
| Turn up | يرفع / يظهر |
| appeal to | يلتمس / يناشد |
| Current | الحالي |
| Mentor | موجه / مرشد |
| Supportive | داعم |
| Contemplate | تفكر / تأمل |
| Investor | مستثمر |
| Setback | نكسة |
| Supply | إمداد |

Unit 8 Leading businesses Vocabulary Review

A. Complete the gaps with a word from the box.

| | | | | |
|-----------|-------------|---------|------------|----------|
| ambitious | assertive | credit | determined | mentor |
| appeal to | contemplate | current | disrupt | stemcell |

1. ----- people usually make good salespeople because they aren't afraid to speak up.
2. If you need support when you start a ----- job, can be very helpful.
3. A good boss gives his or her employees a lot of ----- for a successful year.
4. Digital innovation can ----- traditional businesses. For example, more people now use ride-hailing companies like Uber than traditional taxis.
5. This jewelry might ----- you because it is made in a sustainable way.
6. If you are -----, you will succeed in spite of any problems.
7. I think your project is too ----- . There is a lot to finish before the deadline.
8. Most university students will begin to ----- their futures as they near graduation.
9. We are hoping that the ----- situation will not last very long.
10. The laboratory has been working on ----- research.

B. Choose a word from the box to complete the sentence

| | | | | |
|-----------|-------------|------------|----------|---------|
| appeal to | complaint | determined | investor | observe |
| assertive | contemplate | insurance | network | secure |

1. It's a good idea to buy holiday ----- . Then if the flight is cancelled you can make a claim and get some money back.
2. Leave expensive items like watches and jewellery in a ----- place.
3. I think we will need to ----- getting another engineer for this project. I don't think I can do it on my own.
4. My manager told me we need to ----- a wider market if we want to make more sales.
5. ----- how the machine moves the item onto the table and then puts it in a box.
6. I am ----- to continue telling them to put the plastic in the recycle bin.
7. It is a very serious ----- and you must apologies to the customer.
8. The company has a ----- of factories all over the world.
9. The biggest ----- has just given us another 500,000 dollars.
10. I think you made yourself very clear. You were ----- but not aggressive.

Unit 8 Leading Business Grammar 1

Grammatical rule: Passive Voice with modals

(Rule: **Modal** + **be** + **past participle**).

EXAMPLE 1

Active voice: Someone **can solve** the problem.

Passive voice: The problem **can be solved**.

| <i>Modals & Semi-modals</i> | Should/could/might/should/have to / need to | |
|---------------------------------|---|---------------------------------------|
| <i>Examples</i> | <i>Active</i> | She would organize the event. |
| | <i>Passive</i> | The event would be organized . |

A. Change each sentence into a passive form. Remember: start your answer with the object

- The team can prepare the financial report.
.....
- They'll pay me my salary at the end of the month.
.....
- My manager might give him a pay rise.
.....
- You should finish this important task first.
.....
- You must give employees new computers to prevent technological problems.
.....
- Entrepreneurs must identify market gaps to innovate and succeed.
.....
- Leaders should inspire their teams by setting clear goals.
.....
- A visionary leader should empower employees to take initiative and drive innovation.
.....
- Entrepreneurs could explore new industries to diversify their business and reduce risks.
.....
- A good leader might often seek feedback to improve team dynamics and productivity.
.....

B Read these active sentences. Then rewrite them in the passive voice.

- The teacher will explain the lesson tomorrow.....
- You should finish your homework before dinner.
- They can solve the problem easily.
- We must clean our bedrooms after school.
- The students might organize a study group.

Unit 8 Leading Business Grammar 2

Grammatical rule: **Reduced non-essential adjective clause**

1. **Identify the non-essential adjective clause:** These clauses are usually set off by commas and begin with relative pronouns like "who," "which," or "that."

| 2 | Followed by a verb to be | | Followed by a verb | |
|---------------------------------|--|---|---|---|
| | When the <u>adjective clause</u> contains a form of "be" (is, are, was, were): | | When the adjective clause does not contain a form of "be": | |
| Rule | 1. Remove the relative pronoun like: "who," "which," "that," etc. Remove the form of "be": "is," "are," "was," or "were," | | 1. Remove the relative pronoun like: "who," "which," "that," etc. 2. Put the verb in the infinitive form and add -ing . | |
| Example | Full clause | The car, that was parked outside, is mine. | Full clause | The woman who lives next door is a doctor. |
| Reduced Clause in the middle | 1 Reduced Clause | The car, parked outside , is mine. | 1 Reduced Clause | The woman living next door is a doctor. |
| The reduced clause in the front | 2 Another way to reduce clause | Parked outside , the car is mine. | 2 Another way to reduce clause | Living next door , the woman is a doctor. |

A. Combine the sentences to make one sentence with a reduced non-essential adjective clause.

1. My father is a brilliant entrepreneur. He has lots of great ideas.
2. That new restaurant is quite expensive. It's called Good Eats.
3. Rome is the capital of Italy. It's my birthplace.
4. Jake is my business partner. He wants to talk to you.
5. My friend wrote this book. It's very interesting.
6. The marketing team is very creative. It launched a new social media campaign.
7. The campaign targets young adults. It aims to increase brand awareness.

B. Rewrite each sentence, reducing the non-essential adjective clause.

1. The book, which was on the table, is mine.....
2. My sister, who lives in London, is visiting next week.
3. The movie, which we watched last night, was thrilling.
4. Our car, which we bought last year, broke down yesterday.
5. The cake, which she baked for the party, was delicious.

Unit 8 Leading businesses: Writing A cause and effect essay

عند كتابة سبب و نتيجة مراعاة التالي :

- أن عدد الفقرات يجب أن يكون 5
- ملاحظة ان الموضوع يأتي على صيغة سؤال
- عرض ثلاث عوامل يمكن من خلالها تحقيق النجاح مع الشرح و اضافة مثال واقعي لدعم النقطة
- استخدام أدوات الربط بالطريقة المناسبة مثل Firstly – Secondly – Lastly

The writing layout

| | |
|---------------------|--|
| Introduction | <ul style="list-style-type: none"> - Include Hook - Include interesting question (topic)question - Include thesis statement - Stating the main factors |
| Factor 1 | - Topic sentence + supporting details |
| Factor 2 | - Topic sentence + supporting details |
| Factor 3 | - Topic sentence + supporting details |
| Conclusion | <ul style="list-style-type: none"> - Final comment - Restating the three factors - Future prediction |

The writing template

Two differenttopic.....

- Watching a small idea turn into a successful project is amazing. People admire successful leaders for their creativity and problem solving. But(question: topic)..... According to experts, three main factors lead to success:factor 1., factor 2..... and factor 3.....

- Firstly,

- Secondly,

- Thirdly,

- In conclusion, the success stories show thatfactor 1., factor 2..... and factor 3..... are crucial. The future will demand flexible leaders whose skills are vital for innovation and economic growth.

A sample writing:-

A cause and effect essay about what makes entrepreneurs successful

Watching a small idea grow into a successful project is truly inspiring. People often admire great leaders for their creativity, problem-solving abilities, and determination. But what exactly helps entrepreneurs succeed? According to experts, three main factors play a key role in achieving success: hard work, problem-solving, and creativity.

Firstly, hard work is a basic requirement for success in any field. Successful entrepreneurs are known for putting in long hours and staying committed to their goals. They keep learning, experimenting, and improving their skills. A great example is Huda Kattan, the founder of Huda Beauty. She started her journey with just a \$6,000 loan. Through hard work and dedication, she built one of the world's most successful makeup brands, admired by millions.

Secondly, problem-solving is a vital skill for any entrepreneur. The business world is full of challenges, and successful people must be able to face problems and find smart solutions. Adi Dassler, the founder of Adidas, listened carefully to athletes and designed shoes that met their needs. His problem-solving approach helped him create one of the most famous sportswear brands in the world.

Lastly, creativity is an essential ingredient for success. Entrepreneurs need to think outside the box and bring fresh ideas into the market. Zaha Hadid, a world-famous architect, used her creativity to design unique, futuristic buildings. Her bold and imaginative designs earned her the nickname "The Queen of Curves."

In conclusion, the stories of successful people show that hard work, problem-solving, and creativity are key factors in achieving goals. As the world continues to change, we will need more flexible and creative leaders who can build new ideas and support economic growth.

Practice Question

Write a cause and effect essay in response to this question “ What factors make leaders successful in business and professional settings?”

- Include a hook
- Include 3 factors with explanation and examples
- Add a final comment restating the factors.

| Unit 5 Model answers | | |
|----------------------|---|--|
| Vocab | A (p. 3) 1. gifted 2. impressive 3. fund 4. admit 5. ambition 6. build up 7. vary 8. assumption 9. passion 10. moderate | B (p. 3) 1. fund 2. Gifted 3. struggle 4. resources 5. outgoing 6. stressed 7. quit 8. formal 9. judgement 10. adapt |
| Grammar 1 | A (p. 4) 1. I went to school 2. what she knew 3. how many sisters she has 4. who you are 5. what you do | B (p.4) 1. what 2. why 3. how 4. which 5. what 6. when 7. why 8. who 9. how 10. why |
| Grammar 2 | A (p. 5) 1. which 2. who 3. where 4. which 5. which 6. when | B (p.5) PERSONALISE Students' own answers. |
| Unit 6 Model answers | | |
| Vocab | A (p. 10) 1. engage; 2. Portraits; 3. prompt; 4. remote; 5. habitat(s) B (p. 10) 1. mode 2. assemble 3. recall 4. store 5. moral | C (p. 10) 1. formal 2. moral 3. entire 4. engage 5. sniffing 6. overcome 7. trip 8. slightly 9. recall 10. habitat |
| Grammar 1 | A (p. 11) 1. told, had been working 2. was listening, rang 3. received 4. was watching 5. had already left 6. had been travelling 7. was jogging 8. had been feeling 9. heard 10. had submitted 11. had been working 12. got | |
| Grammar 2 | A (p.12) 1. had finished 2. had been waiting 3. had been planning 4. had already left 5. had completed 6. had been working 7. hadn't seen 8. had visited 9. had been reading 10. had been studying 11. had left 12. had just entered 13. had completed 14. had worked 15. had read | |
| Unit 7 Model answers | | |
| Vocab | A (p. 17) 1. critical 2. breakdown 3. adapt 4. limitation 5. Bacteria B (p. 17) 1. b 2. C 3. a 4. c 5. a | B (p. 17) 1. Bacteria / Germs 2. adapted 3. Sweat 4. Straightforward 5. deadly 6. Germs |

| | | |
|-----------------------------|--|---|
| Grammar 1 | A (p. 18) 1. <u>People paying</u> attention to ads often buy more than they need. 2. <u>Food preserved</u> in the past wasn't very nutritious. 3. <u>The information included</u> in the article is very interesting. 4. <u>The girl smiling</u> in the picture is a child actor. 5. I don't have <u>many objects made</u> of plastic. | B (p. 18) 1. <u>The person speaking</u> at the conference is a renowned scientist. 2. <u>The cake baked</u> by my sister was delicious. 3. <u>The flowers growing</u> in the garden are very colorful. 4. <u>The laptop sitting</u> on the table is mine. 5. <u>The movie directed</u> by Spielberg won several awards. 6. <u>The kids playing</u> in the park are having a great time. 7. <u>The report submitted</u> yesterday contains some errors |
| Grammar 2 | A (p. 19) 1. b 2. both a and b 3. b 4. A 5. both a and b 6. b 7. both a and b 8. b 9. both a and b. 10. both a and b | |
| Unit 8 Model answers | | |
| Vocab | A (p. 24) 1. Assertive 2. mentor 3. credit 4. disrupt 5. appeal to 6. determined 7. ambitious 8. contemplate 9. current 10. stem cell | B (p. 23) 1. insurance 2. secure 3. appeal to 4. contemplate 5. observe 6. determined 7. complaint 8. network 9. investor 10. assertive |
| Grammar 1 | A (p. 25) 1. The financial report <u>can be prepared</u> by the team. 2. My salary <u>will be paid</u> (to me) at the end of the month. 3. A pay rise <u>might be given</u> to him by my manager. 4. This important task <u>should be finished</u> first. 5. New computers <u>must be given</u> to employees to prevent technological problems. 6. Market gaps <u>must be identified</u> by entrepreneurs to innovate and succeed. 7. Teams <u>should be inspired</u> by leaders by setting clear goals and demonstrating commitment. 8. Employees <u>should be empowered</u> by a visionary leader to take initiative and drive innovation. 9. New industries <u>could be explored</u> by entrepreneurs to diversify their business and reduce risks. 10. Feedback <u>might often be sought</u> by a good leader to improve team dynamics and productivity. | B (p. 25) 1. The lesson <u>will be explained</u> by the teacher tomorrow. 2. Your homework <u>should be finished</u> before dinner. 3. The problem <u>can be solved</u> easily. 4. The bedrooms <u>must be cleaned</u> after school. 5. A study group <u>might be organised</u> by the students. |
| Grammar 2 | A (p. 26) 1. My father, <u>a brilliant entrepreneur</u> , has lots of great ideas. 2. That new restaurant, <u>called Good Eats</u> , is quite expensive. 3. Rome, <u>the capital of Italy</u> , is my birthplace. 4. Jake, <u>my business partner</u> , wants to talk to you. 5. My friend's book, <u>which is very interesting</u> , was written by him. 6. The marketing team, <u>being very creative</u> , launched a new social media campaign. 7. The campaign, <u>targeting young adults</u> , aims to increase brand awareness. | B (p. 26) 1. The book, <u>on the table</u> , is mine. 2. My sister, <u>living in London</u> , is visiting next week. 3. The movie, <u>watched last night</u> , was thrilling. 4. Our car, <u>bought last year</u> , broke down yesterday. 5. The cake, <u>baked for the party</u> , was delicious. |