

ملخص شامل للغة الإنجليزية



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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 الأول

مراجعة غرامر Eng201

1

فقرات اللغة الإنجليزية إنج 201

2

امتحان نهاية الفترة الدراسية الأولى في مادة اللغة الإنجليزية

3

فقرات اللغة الإنجليزية الخاصة بالصف الثاني الثانوي

4

مراجعة اللغة الانجليزية

5

Reflect 11 (Eng. 201 Unit 1 OUR ROBOT FUTURE)

Writing a Summary Paragraph

Summarising means to rewrite a text so that it is shorter and uses different words but keeps all the key points without expressing your opinion.

To write an effective summary, there are different steps to follow.

1. First, read the original text for general understanding focusing on the title, the headings, the topic sentence of each paragraph.
2. Then read it again more carefully and underline the key words, main ideas, points and facts.
3. Take some notes by using the important information.
4. Use your notes to write your first draft using simple and short sentences, paraphrasing and linking words. Start by restating the main points and important details of the original text.
5. A summary should be shorter than the original—about one-third as long or less—and should include different words from the original when possible.
6. Avoid adding or changing the original text's ideas. Also do not express your opinion or evaluate the text.
7. Write the final copy and correct any mistakes [spelling/grammar/ideas/punctuation].
 - Remember to paraphrase and don't copy the sentences as much as possible.
 - Paraphrasing means writing the ideas of a text in your own words. To change an original text into your own words, do some or all of the following:
 1. Underline or highlight key words in the original text.
 2. Replace these key words with synonyms or short phrases that have the same meaning.
 3. Change parts of speech (e.g., verbs into the noun form, nouns into adjectives).
 4. Use different sentence structures.(Getting a job is difficult now = It's hard to have a job nowadays)

Examples:

- a. Many people believe that social media has bad effects on children.
- b. To sum up, some people agree, but others disagree.
- c. To shop online can have some good and bad points.

The layout (structure/format):

1. Introductory Statement (Include: Title, Author (if any), Date and place of publication (if any), Overall main idea of the text, Author's purpose if you know or can infer it.)
2. First main point, Supporting details with paraphrasing
3. Second main point, Supporting details with paraphrasing
4. Third main point, Supporting details with paraphrasing
5. Concluding sentence: (Refer back to the overall idea of the text and the author's purpose)

Reflect 11 (Eng. 201 Unit 1 OUR ROBOT FUTURE)

Read the following article about 'Robots: From Fiction to Facts' SB P. 5 and summarise it into about (130/150) words in only one paragraph

1. In 1920, Karel Capek, a Czech writer, wrote a play called R.U.R. In the story, engineers create artificial humans that Capek called robots. These beings look, talk, and think like people. At first, the robots are content to work for humans. Soon, they become vital to the world economy. As time passes, humans become concerned (worried) that robots could be a danger. This worry turns out to be valid, and eventually the robots take control. Since R.U.R. was written, there have been thousands of other science-fiction books and movies about robots. But these machines are no longer found only in stories. They exist in real life, and they're changing our world.
2. Some robots resemble animals. These robots look or behave like dogs, fish, or birds. Sometimes engineers design and build these robots to improve their knowledge of robots and what they can do. Other animal-like robots, such as robot bees, have been designed to someday perform useful tasks, such as helping farmers grow food. Some companies are creating robots that look and act like pets. These robots could be a good option for people who want a pet but can't keep an animal at home.
3. In addition to animal-like robots, engineers are creating robots that can do dangerous or difficult physical work. These robots can save lives after an earthquake or disaster, explore the deep oceans, or work in outer space. Other robots can do physical tasks that people don't like to do, such as cleaning houses or picking fruit or vegetables. Robots can perform some physical tasks better than people because they work more quickly and make fewer mistakes.
4. Bots are different from robots, but they're also changing our world. Bots differ from robots because they exist only inside a computer as a programme. In other words, they lack a physical body. The latest bots are capable of truly amazing things. GPT-3, for example, is a bot that can do a wide range of things that only humans could do before. These include writing nonfiction articles or creative stories. It's so good that people can't distinguish what GPT-3 has written from texts that people have written.
5. In the future, robots and bots will almost certainly become a more important part of our world. However, the question that the characters in Capek's R.U.R. asked remains unanswered: Will things be like the start of that story or the end? That is, will robots make our world a better place, or will they be a danger to human society?

Reflect 11 (Eng. 201 Unit 1 OUR ROBOT FUTURE)

A template for summarising a text

This article "..... (the title)" is written by (name of the author). In the article, the writer describes (highlights/presents/sheds some light on/explores) (the main idea of the text or the writer's purpose) and he discusses The writer first explains that ... (the 1st main ideas in the text + some supporting details). The writer then highlights the (2nd main ideas in the text + some supporting details). He says that the ... (3rd main ideas in the text + some supporting details). The writer next introduces the idea that the (4th main ideas of the text + some details). For example, (details) The writer then describes (5th main ideas + some supporting details). He mentions that In contrast,/ In addition In the end, the writer concludes that He believes/ suggests.

'Robots: From Fiction to Facts' SB P. 5

In the article "Robots: From Fiction to Fact", **the writer describes** different types of new robots and discusses how they might change the world. **The writer first explains that** robots began as an idea in a play by Karel Capek. **The writer then describes** real robots that look and act like animals including bees and dolphins. **He says that** these animal-like robots help engineers design more useful robots. **The writer next introduces the idea that** robots can do work instead of people. For example, robots can clean homes, make food, and drive cars. **The writer then describes** computer programmes called bots. **He mentions that** early bots were not very advanced. **In contrast**, modern bots can write almost as well as people. **The writer concludes by** arguing that bots and robots will become even more important in the future and by questioning whether this will be good or bad for society.

Reflect 11 (Eng. 201 Unit 1 OUR ROBOT FUTURE)

Read the essay and write a summary paragraph.

Solutions to the Misuse of Artificial Intelligence

1. Artificial intelligence (AI) has rapidly transformed many areas of life, enhancing various processes from healthcare to finance. Interestingly, experts predict that by 2030, AI systems will drive almost all customer interactions, including live telephone and online conversations. However, this rapid growth has led to ethical concerns such as privacy issues, decision-making biases, and transparency. To ensure AI is used responsibly, action is needed from **individuals, businesses, and governments**.
2. To begin with, **individuals** have a crucial role in advocating for responsible AI use. By understanding the AI technologies in their daily lives, such as smart assistants and online services, individuals can demand clearer explanations of how their data is used and decisions are made. Engaging in discussions and supporting groups that promote ethical AI can also make a significant difference. Moreover, **companies** that create and use AI must also act responsibly. They need to develop AI with fairness and accountability, ensuring systems are free from biases and decisions are transparent. Businesses should lead by setting good examples in ethical AI use and encourage a culture where ethical considerations are as important as profits.
3. Furthermore, **governments** can support ethical AI through laws and policies that require high standards of transparency and integrity in AI systems. Laws might include rules for regular checks on AI systems, better data protection, and making AI decisions clearer. Governments can also promote safe AI practices by starting awareness campaigns and offering incentives to companies that follow ethical guidelines.
4. In **conclusion**, AI holds great potential but also poses ethical challenges. These can be managed if everyone plays a part. With combined efforts from individuals, businesses, and governments, AI can be used in a way that benefits society and maintains trust. Ensuring AI is used ethically is essential for its positive development and impact.

Answer

"Solutions to the Misuse of Artificial Intelligence:"

In the essay "Solutions to the Misuse of Artificial Intelligence", the writer discusses the ethical challenges of AI's rapid growth and suggests solutions to ensure its responsible use. He emphasizes the roles of individuals, businesses, and governments in promoting ethical AI. The writer first explains that individuals should be informed about AI, claim transparency, and support ethical initiatives. He then introduces the idea that businesses must ensure AI systems are fair, accountable, and unbiased, while balancing ethics with profitability. The writer next suggests that governments should enforce laws promoting transparency, data protection, and regular audits of AI systems. He concludes that by addressing these issues together, AI can benefit society and maintain public trust.