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Eng 101 Final Exam Revision

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منهج انجليزي | ملخصات و تقارير | مذكرات و بنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Eng 101 Final Exam Revision

1

writing topics Reflect Eng.101

2

أهم الكلمات مع توظيفها في جمل

3

writing a discussion Essay

4

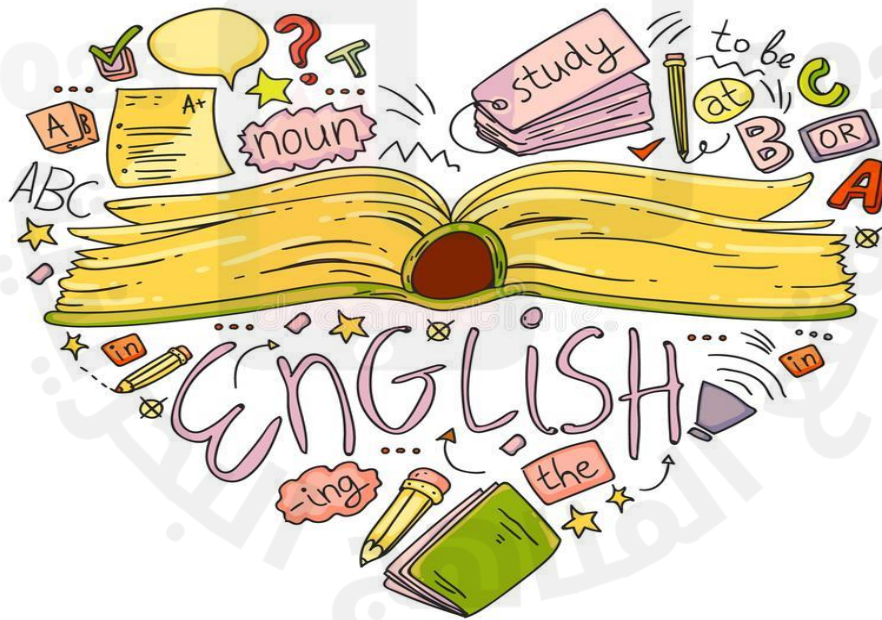
GRADE 10 Final Revision

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Eng 101

Final Exam Revision





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موقع المناهج
البحرينية



General comments

- A very important advice is to **read the exam questions carefully**. You have to use all the information mentioned in the question to get a good mark. Make sure you read and used all information. It could help you to underline all the information that are important in the question, then cross them once you used them in your writing.
- Organize your time, leave 5-10 minutes to revise your answers and check your writing for spelling and grammar mistakes. Very common writing mistakes:
 - **Capital letters:** Used only in the beginning of a paragraph or a sentence and in names. Whether it was a name of a person like (**A**hmed) / a city like (**M**uharraq)/ a country like (**B**ahrain)/ name of days and months (**M**onday / **J**une)
 - **The use of have and has:** (Have) is used with the pronouns (I / you/ we/ they), while (Has) is used with the pronouns (he/ she/ it)
Examples: -We **have** an exam tomorrow.
- She **has** an exam tomorrow.
 - **Mixing singular and plural:** (Is) is used when mentioning one person or thing, while (are) is used for many.
Examples: -There **is** a problem
- There **are** many problems.



Helpful tips and skills for English exams

• Listening:

A. Before listening:

- Read and listen to instructions - this will give you information such as how many questions you need to answer in this section.
- Underline key words in the questions – usually nouns and verbs.
- Always read the question and think about the person talking and if they are giving an opinion or expressing an attitude or a feeling, for example.



B. While listening:

- Don't worry if you don't understand everything; understanding the main idea is usually enough.
- You hear the recordings twice, so don't worry if you miss the answer the first time.
- Try to listen to the whole recording the first time to help you with the context, then check your answers the second time.

C. After listening:

- Don't leave empty spaces on your answer sheet.
- Check everything on your answer sheet.

Listening skills in the book:

- Unit 1: Lesson 5: Page 12

LISTENING SKILL Listen for main ideas and details **EF**

When you hear a presentation or lecture, listen for the main ideas and important details. This will help you understand and remember key information.

Main ideas are the most important ideas. Speakers often state the main ideas at the beginning of their presentations. They also often repeat the main ideas at the end.

The Ping-Pong tables in Bryant Park, New York City, bring people from all walks of life together.

Details support the main ideas. Details can include facts, examples, reasons, and explanations.

There are several Ping-Pong tables in Bryant Park. (fact)

A student and a homeless man became friends playing Ping-Pong. (example)



- Unit 2: Lesson 5: Page 34

LISTENING SKILL Listen for signal words EF

Pay attention to words and phrases that introduce reasons (*because, since*) and results (*so, as a result, that's why*). When you hear one of these words or phrases, you know that what follows is a reason or a result.

Reasons	Results
Because he used a lot of slang, Since he used a lot of slang,	we didn't understand him.
He used a lot of slang,	so we didn't understand him.
He used a lot of slang.	As a result, we didn't understand him. That's why we didn't understand him.

- Unit 3: Lesson 5: Page 56

LISTENING SKILL Listen for numbers EF

Numbers are important details, especially in a study. As you listen, take note of numbers and what they refer to. Note if the numbers refer to people, things, or percentages.

7% of 11 and 12-year-olds said it was fake
93% said it was reliable

- Unit 4: Lesson 3: Page 74

LISTENING SKILL Take notes using a *wh*-question chart EF

When taking notes, listen for key information. To find key information, listen for facts that answer *wh*-questions (questions that begin with *who, what, when, where, why, or how*). You can write *wh*-words or specific questions you have on one side of the chart. Then listen and write the answers on the other side.



- Unit 5: Lesson 3: Page 97

LISTENING SKILL Listen for time words EF

When listening to a narrative (story) about a past event, pay attention to time words and time expressions. These will help you understand the order of events.

Common time words: *after, before, since, until, when, while*

Prepositional phrases: *in (+ year/month), on (+ day)*

Adverbs: *eventually, finally*

• Reading:

- Be prepared. Know exactly what each type of question is asking you to do. Is it a multiple choice? Is it filling in the gaps of a text? How many words do you have to write? How much time do you have? It's a good idea to underline important words in any exam question to help you focus on the instructions.
- Speed up. In exam situations you will often need to read a text more quickly than before. Practice reading texts quickly.
- Don't freeze. Remember, in an exam you aren't allowed to ask someone or look up a new word. If you don't know a word, and you can't guess a general meaning from the other words around it, then skip it, don't waste time!





Reading skills in the book:

- Unit 1: Lesson 1: Page 5

READING SKILL Understand main ideas and details EF

The **main idea** is the most important idea in a paragraph. It is often stated in the first or second sentence of a paragraph. The main idea guides the rest of the paragraph. **Details** give more information or explain the main idea. Details answer *who, what, when, where, why, and how* questions that support the main idea.

To practice this skill, read the text titled “Why we need communities” in students’ book page 4 and do exercises D and E on page 5.

-
- Unit 2: Lesson 1: Page 27

READING SKILL Understand charts EF

Charts make it easier to understand the ideas in a text. When you see a chart, first read the title. This tells you the topic of the chart. Next look at labels or numbers to see what the chart is measuring. Then look for a key. It explains what the colors, lines, or symbols mean. Finally, scan the text to see where the information in the chart is mentioned, and think about how it supports the ideas in the text.

-
- Unit 3: Lesson 1: Page 48

READING SKILL Make inferences EF

Writers often suggest an idea without stating it directly. When you make inferences or infer, you make a conclusion based on other information in the text. For example, the reviewer states that “*Free solo* means to climb without any help, ropes, or equipment.” We can infer, then, that normal climbing includes help, ropes, and equipment.

To practice this skill, read the text titled “Free Solo” in students’ book page 49 and do exercise C on page 48.



- Unit 4: Lesson 1: Page 70

READING SKILL Identify purpose and audience EF

Texts are written for a particular purpose and for a particular audience. When you read a text, think about what the writer is trying to say (the **purpose**). The purpose can be to inform, to explain, to persuade, or to entertain. Then think about who they wrote it for (the **audience**). This will help you predict what the writer is going to say and how the text will be organized. It will also help you understand what details are important. For example, if the purpose of an article is to inform college students (audience) on how to interview well, the text will probably include tips on how to have a successful job interview.

To practice this skill, read the text titled “STEAM careers” in students’ book page 71 and do exercise C on page 70.

- Unit 5: Lesson 1: Page 98

READING SKILL Understand pronoun references EF

Pronouns take the place of nouns and noun phrases that appear somewhere else in the same sentence or in a previous sentence. It’s important to understand which noun or noun phrase each pronoun refers to.

*I love **traveling**. **It** makes me happy.*

***Planning a trip** helps **some people**. For example, **it** can make **them** happy.*

Pronouns match the nouns that they refer to in gender (*he, she*) and in number.

***Jaime** loves to travel. **He** takes five trips a year.*

We often use *he / she* and *him / her* to refer to a single person when the person’s gender isn’t given.

*When a **person** travels, **he / she** often sees things in a new way. Traveling helps **him / her** see the world differently.*

To practice this skill, read the text titled “Surprising Benefits of Travel” in students’ book page 92 and do exercise D on page 93.

[Click on the link to watch a video about pronoun reference.](#)



Unit 1

Building Community



1- Vocabulary:

- Lesson 1: Students book page 4:

Word / phrase	Meaning in English	Meaning in Arabic
Deal with(v phr)	To take action on	يتعامل مع شخص / يحل مشكلة
Effort (n)	A big attempt to do something	جهد
Human (n)	A person	إنسان
Lonely (adj)	Having no one to talk to or be with	وحيد
Social (adi)	Of or about people	اجتماعي
Effect (n)	To affect / To make something change	أثر
Expert (n)	Someone who is very skilled	خبير
Impact (v)	To have an influence on	تأثير
Productive (adj)	Able to do or achieve a lot	منتج / مثمر
Volunteer (v)	To offer to do something	يتطوع

- Lesson 2: Students book page 6:

Word / phrase	Meaning in English	Meaning in Arabic
Atmosphere (n)	The mood of a place or situation	الجو العام
Discover (v)	Find something unexpectedly	يكشف
Opportunity (n)	A chance	فرصة
Stable (adj)	Unchanging	ثابت
Unique (adj)	Special	مميز / فريد من نوعه
Average (adj)	Typical	عادي / متوسط
Obligation (n)	Something you must do	التزام
Population (n)	The number of people who live in an area	عدد السكان
Trust (v)	To have faith in someone or something	ثقة
Whenever (conj)	Every time	في أي وقت



- Lesson 5: Students book page 12:

Word / phrase	Meaning in English	Meaning in Arabic
Actual (adj)	Real	واقعي
Donation (n)	Money or other gifts to help a person or a place	تبرع
Generous (adj)	More than the usual amount	كريم ، سخي
Issue (n)	A problem	قضية
Positive (adj)	Good and helpful	إيجابي
Appear (v)	To be present for the first time	يظهر
Event (n)	An organized happening, such as a concert	حدث
Impossible (adj)	Not able to happen	مستحيل
Participate (v)	To take part in an activity	يشارك
Support (n)	Help and kindness	دعم

- Lesson 6: Students book page 14:

Word / phrase	Meaning in English	Meaning in Arabic
Central (adj)	In the middle	مركزي
Create (v)	To make something new	يصنع
Design (v)	To make or draw	يصمم
Gather (v)	To get together	يتجمع
Generation (n)	All of the people of a similar age	جيل
Privacy (n)	The right to keep things hidden or secret from other people	خصوصية
Public (adj)	Relating to people in general	عام
Recommend (v)	To suggest something or someone is good	يقترح
Resident (n)	Person who lives in a place	مقيم
Style (n)	A particular shape or design	نمط



• Lesson 8: Students book page 18:

Word / phrase	Meaning in English	Meaning in Arabic
Eat out	To eat in a restaurant	تناول الطعام في مطعم
Get together/Meet up with	Meet someone on purpose	التجمع مع الأصدقاء
Run into	Meet someone accidentally	الإلتقاء بأحد ما صدفة
Work out	Exercise	ممارسة الرياضة
Ask around	Get information by talking to people	التقصي عن شيء
Look forward to	Feel happy about a future event	التحمس لشيء سيحدث قريباً
Drop off	Leave something somewhere	يوصل شيء لمكان محدد
Throw away	Put in the trash	يرمي / يتخلص من

2- Grammar:

Lesson 4: Verbs + gerunds or infinitives (Pages 10-11)

GRAMMAR Verbs + gerunds or infinitives

A **gerund** is a verb + *-ing* used as a noun. An **infinitive** is *to* + verb. Some verbs are followed only by gerunds. Others are followed only by infinitives.

► **Verbs followed by gerunds:** *propose, plan on*

We **propose putting** Ping-Pong tables in Central Park.

► **Verbs followed by infinitives:** *expect, hope, need, plan, want*

The city's leaders **want to build** a community center in my neighborhood.

They don't **expect to pay** money to play Ping-Pong.

Note that, in general, a gerund follows a preposition. Prepositions are words like *in, on, at, under*.

She didn't **plan on moving to** New York, but her company sent her there.



Other verbs followed by gerunds, infinitive, or both:

VERBS FOLLOWED BY INFINITIVE	VERBS FOLLOWED BY GERUND	VERBS FOLLOWED BY INFINITIVE OR GERUND
need, choose, expect, want, can/can't afford, plan, agree, ask, decide, prepare, promise, hope, refuse, would like	propose, enjoy, mind, avoid, suggest, can't help, dislike, feel like, admit, finish, apologize, give up, miss, think, plan on	love, like, hate

[Click on the link to watch a video about verbs followed by gerund and infinitive:](#)

To practice this grammar rule, do exercises C & D in students book page 11, and exercise B in the workbook page 8.

Lesson 8: Multi-word verbs (Pages 18-19)

GRAMMAR Multi-word verbs

Verbs with two or three words are common. They are usually formed with a verb + a preposition or particle. Sometimes the meaning of these multi-word verbs is clear. For example, to *move in* means "to go live in a new home." The meanings of other multi-word verbs are not as obvious. For example, to *pick up* can mean "to get someone or something from another place." It's a good idea to learn these verbs as units. Here are some common multi-word verbs about communities:

<i>ask around</i>	<i>get around</i>	<i>meet up with</i>	<i>run into</i>
<i>drop off*</i>	<i>get together</i>	<i>move in*</i>	<i>sign up*</i>
<i>eat out</i>	<i>help out*</i>	<i>pick up*</i>	<i>throw away*</i>
<i>get along with</i>	<i>look forward to</i>	<i>put together*</i>	<i>work out</i>

*These are **separable verbs**. You can separate some two-word verbs with an object. For example: You can **pick up** your laundry tomorrow. You can **pick it up** after 3:00 p.m.

To practice this grammar rule, do exercises C & D in students' book page 18, and exercises B & C in the workbook page 17.



3- **Writing:** Writing a discussion essay

- **Layout:**

1. **Introduction:** Write a definition of the issue if needed. Write general information about the issue like how did it start and where it is found. State that people have different opinions about the topic, and include an interesting question in this paragraph.
2. **The negative side:** Mention three disadvantages at least.
3. **The positive side:** Mention three advantages at least.
4. **The conclusion:** Write a summary of the issue (write that this issue has both advantages and disadvantages), then write your opinion.

- **Suggested topics to practice:**

- Using social media / mobile phones / the Internet
- Teenagers or students getting a part-time job
- Studying abroad
- Does money bring happiness?
- Famous actors or athletes are overpaid

- **Model writing:**

The influence of using mobile phones on school community

Using the mobile phone at schools is an issue that people discuss a lot lately. Today most students use it all the time, even at schools. Many people think that using the mobile phone at school is a bad thing while others think it is positive. So what are the advantages and disadvantages of this issue?

On the one hand, people who are against using the mobile phone at school think that it makes students lonelier as they tend to spend all their time online. Also, it can distract students in lessons, so they might play games and chat online during lessons. Moreover, students might use it to share photos of other students without their permission.

On the other hand, people who are for using the mobile phone at school think that helps students learn in a better way as they can play educational games and search for information. And when students have any problem at school, they can contact their parents. Finally, they can download ebooks and use them instead of carrying heavy books.

To sum up, like any issue, this one has a positive and a negative side, but in my opinion I think its disadvantages are more.



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Unit 2

Language on the move



1- Vocabulary:

- Lesson 1: Students book page 26:

Word / phrase	Meaning in English	Meaning in Arabic
According to (prep)	As stated by	وفقاً لـ
Avoid (v)	To not do something	يتجنب
Emotion (n)	Feeling	شعور
Maintain (v)	To keep doing something	يحافظ على
Misunderstanding (n)	A problem caused by a person not understanding the situation	سوء فهم
Necessary (adj)	Needed	ضروري
Pay attention (v phr)	To look or listen carefully	ينتبه / يركز
Recognize (v)	To remember something when you see it	يتعرف على
Similar (adj)	Almost the same	شبيه
Uncomfortable (adj)	Worried	متضايق

- Lesson 2: Students book page 28:

Word / phrase	Meaning in English	Meaning in Arabic
Author (n)	A person who writes books, articles, etc.	كاتب، مؤلف
Field (n)	A type of work or subject that people study	حقل / تخصص
Speech (n)	The way someone speaks	الحديث
Attention (n)	What you give when you notice something	انتباه
Background (n)	A persons education, family, and life experience	خلفية
Mention (v)	To say something briefly, without giving much details	يذكر
Patient (adj)	Able to accept a problem or wait for something without getting upset.	صبور
Widespread (adj)	Happening in many places or among many people	منتشر



- Lesson 3: Students book page 30:

Word / phrase	Meaning in English	Meaning in Arabic
Code (n)	A communication system that uses letters or words	رمز
Distinguish (v)	Notice or understand the difference between two things or people	يفرق
Expression (n)	A look on someone's face that shows how they feel	تعبير
Humorous (adj)	Funny	مضحك
Irritated (adj)	Annoyed and angry	مزعج
Motion (n)	A particular movement	حركة
Dismissive (adj)	Showing that you think that something isn't important	رافض
Encouragement (n)	Saying or doing something to help someone feel more confident about something	تشجيع
Gesture (n)	Movements of hands, head, or other body part to express a feeling or an idea	إيماءة
Intercultural (adj)	Involving more than one culture	متعدد الثقافات

- Lesson 6: Students book page 36:

Word / phrase	Meaning in English	Meaning in Arabic
Affect (v)	To cause a change in something or someone	يؤثر
Certain (adj)	Sure to happen	متأكد
Existing (adj)	Being real or present	موجود
Influence (n)	The power to change something or someone	تأثير
As a result (phr)	Therefore	كنتيجة،
Evolve (v)	To change over a long period of time	يتطور
Factor (n)	A cause of something	عامل
Lead to (v phr)	To cause to happen, to result in	يؤدي إلى



2- Grammar:

Lesson 4: Future real conditionals (Pages 32- 33)

GRAMMAR Future real conditionals

A **condition** is something that happens and causes something else to happen. The condition is in the *if*-clause, and the result is in the main clause.

If you work hard, you will succeed.

condition result

The verb in the *if*-clause is in the simple present. The verb in the main clause is *will* + the base form. It is also possible to use *should* or *might* in the main clause.

You will succeed, if you work hard.

main clause if-clause

If you are not careful with your words, you might hurt someone.

if-clause main clause

[Click on the link to watch a video about future real conditionals:](#)

To practice this grammar rule, do exercises B in students' book page 32, and exercises A & B in the workbook page 28.

Lesson 8: Simple past and past continuous (Pages 40-41)

GRAMMAR Simple past and past continuous

We use the **simple past** to talk about events that started and ended in the past.

*Two years ago, I **visited** Peru. I **didn't go** to Machu Picchu.*

We use the **past continuous** to talk about events that were in progress in the past.

*When I went to Machu Picchu, I **wasn't traveling** alone. I **was traveling** with a friend.*

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).

***While** we **were driving** to Machu Picchu, the bus **broke down**.*

*I **was sleeping** when it **happened**.*

[Click on the link to watch a video about simple past and past continuous:](#)



To practice this grammar rule, do exercises B in student's book page 32, and exercise A in the workbook page 36.

3- Writing: Writing a story

- Layout:

1. **Introduction:** Write the setting (Time & place of the story). Who are the characters? What were they doing? How did the events start?
2. **Develop the events:** Write more events and add a lot of drama to make the story interesting.
3. **The conclusion:** How did the events end? How did the characters feel at the end?

- Model writing:

There is one day in my life that I can never forget. It was three years ago. It was a very nice Friday. The weather was very nice and I was feeling great because it was my birthday. I woke up feeling very happy and while I was thinking of the party and gifts I will get, my mother called me to eat breakfast.

I went down and sat with my family eating breakfast. I waited for everyone to say happy birthday, but they said nothing!! I thought they must be teasing me. I waited more and more. And then I said it is a very nice day, but no one said anything!! I felt very angry and went to my room again. I wanted to check my mobile phone to see if any of my friends sent anything, but I couldn't find it. I felt really mad! I looked everywhere, but I still didn't find it. I thought it must be the worst day in my life. In the afternoon my mother called me again to come eat lunch. I went downstairs feeling very sad. The strange thing is that no one was in the kitchen! When I went to the living room, suddenly everyone shouted: Surprise!!

My whole family and friends were there, and there was a big birthday cake. It was a surprise birthday party!! I was so happy that I cried and everyone laughed. I got a new mobile phone as a gift. My sister hid the old one when I was sleeping to surprise me. It was really the best day in my life!!



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Unit 3

Is Fear Fun?



1- Vocabulary:

- Lesson 1: Students book page 48:

Word / phrase	Meaning in English	Meaning in Arabic
Achievement (n)	A successful completion of a task	إنجاز
Challenge (n)	A task that is difficult to do	تحدي
Distract (v)	To take someone's attention away	يشتت الانتباه
Inspiring (adj)	Causing a feeling of wanting to do something	ملهم
Risk (n)	A chance of losing something important	خطورة
Attempt (n)	An effort or a try	محاولة
Concentrate (v)	To think carefully about something	يركز
Incredible (adj)	Amazing	مذهل
Put pressure on (v phr)	To make someone feel that they have to do something	يضغط على
Scary (adj)	Causing strong feelings of fear	مخيف

- Lesson 2: Students book page 50:

Word / phrase	Meaning in English	Meaning in Arabic
Article (n)	A piece of writing in a newspaper, a magazine, or online	مقال
Convince (v)	To make someone think that something is true	يقنع
Evaluate (v)	To say how good, useful, or successful something is	يقيم
Fool (v)	To trick someone to believe something that is not true	يخدع
Purpose (n)	The reason of something	هدف
Reliable (adj)	Can be trusted, dependable	موثوق / يعتمد عليه
Result (n)	Something that happened because of something is	نتيجة
Source (n)	A person, book, or place that you get information from	مصدر
The media (n)	Television, radio, newspapers, websites and magazines	الإعلام



- Lesson 3: Students book page 52:

Word / phrase	Meaning in English	Meaning in Arabic
Aware (adj)	To know that something exists	واعي
Indicate (v)	To show or make clear	يشير إلى
Professional (n)	Someone whose job needs a high level of education / training	محترف
Seem (v)	To appear to be	يبدو
Symbol (n)	A sign or shape that represents something else	رمز
Common sense (n phr)	Sense a basic level of practical knowledge and judgement	منطق أو تفكير سليم
Journalist (n)	Someone who writes news stories or articles	صحفي
Publish (v)	To make information available, usually in a book or newspaper	ينشر
Spread (v)	To cover or reach a wider area	ينتشر
Well-known (adj)	Known by many people	معروف

- Lesson 6: Students book page 58:

Word / phrase	Meaning in English	Meaning in Arabic
Character (n)	A person in a story or movie	شخصية
Experience (v)	To have something happen to you	يمر بتجربة
Preference (n)	Wanting one thing more than another	تفضيل
Response (n)	Something you say, feel or do because of something else	رد
Survive (v)	To continue to live	ينجو
Excitement (n)	A strong, pleasant feeling	حماس
Intense (adj)	Very strong in feeling	شديد
Relieved (adj)	Happy because something bad didn't happen	مرتاح نفسياً
Suffer (v)	To experience pain or discomfort	يعاني
Symptoms (n)	A sign in your body of an illness or other problem	أعراض

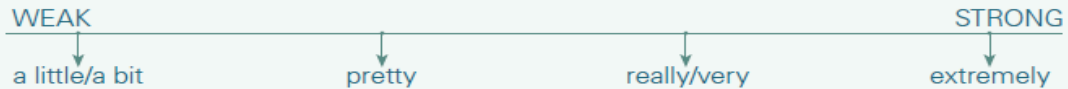


2- Grammar:

Lesson 4: Gradable and non-gradable adjectives (Pages 54- 55)

GRAMMAR Gradable and non-gradable adjectives

You can make most adjectives weaker or stronger with modifiers. These are **gradable** adjectives. They describe qualities or characteristics that can vary in degree or intensity. These adjectives can be modified by adverbs or comparative forms to express different levels of the quality they describe.



It is **a little hot** today.

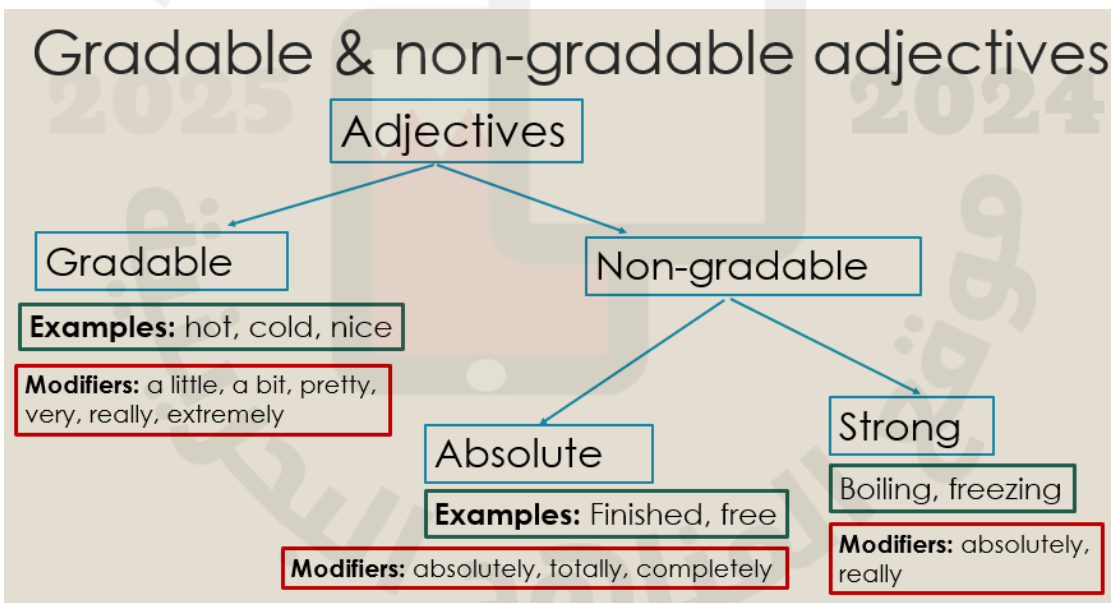
It is **extremely hot** today.

Non-gradable adjectives are words that describe qualities or characteristics that are considered absolute or not subject to degrees of comparison. These adjectives do not have comparative or superlative forms. We can only use modifiers to make them stronger. Examples of these include *unique*, *perfect*, and *impossible*. Use the modifiers *absolutely*, *totally*, or *completely* with these adjectives.

My homework is completely finished. Now I can watch TV.

Strong adjectives are also non-gradable. For example, the weather can't be *very boiling* because *boiling* already gives the idea of very (hot). We can use the modifiers *absolutely* or *really* with strong adjectives.

Those artifacts are really ancient.



To practice this grammar rule, do exercises C in students' book page 55, and exercise C in the workbook page 48.



Lesson 8: Adjective Clauses (Pages 62- 63)

GRAMMAR Adjective clauses

Clauses are groups of words that have a subject and a verb. Adjective clauses give more information about nouns. They add detail and allow you to combine ideas into one sentence. Adjective clauses begin with a relative pronoun (*who* or *that* for people and *that* or *which* for things).

In a **subject adjective clause**, the relative pronoun is the subject of the clause. The verb in the clause agrees with the noun that comes before the relative pronoun:

The actor **who does the best job** is Robert Downey Jr.
relative pronoun + verb

In an **object adjective clause**, the relative pronoun is the object. A subject and a verb follow the pronoun. The relative pronoun can be omitted in object adjective clauses.

The movie **(that) I saw last week** was Frozen II.
(relative pronoun) + subject + verb

To practice this grammar rule, do exercise B in students' book page 62.

3- **Writing:** Writing a movie review

• Layout:

1. **Title:** Write an interesting title that includes the name of the movie
2. **Introduction:** Write the name of the movie, what type is it (Horror, action, comedy, animation, etc.), Where and when was it filmed. Write the general idea of the movie (don't write too much). Describe the movie using adjectives like amazing, interesting, deep, etc.
3. **Evaluation of actors and characters:** Write the names of 2-3 main actors and mention the names of the characters they played in the movie. Describe the characters and comment on the acting. You can also mention the writer and the director of the movie.
4. **The special features, effects and script:** Mention the special effects and features of the film like songs, music, sound effects, visual effects, costumes, make up, what is special about the story.
5. **The conclusion:** Write a recommendation for people to watch the movie.



- Model writing:

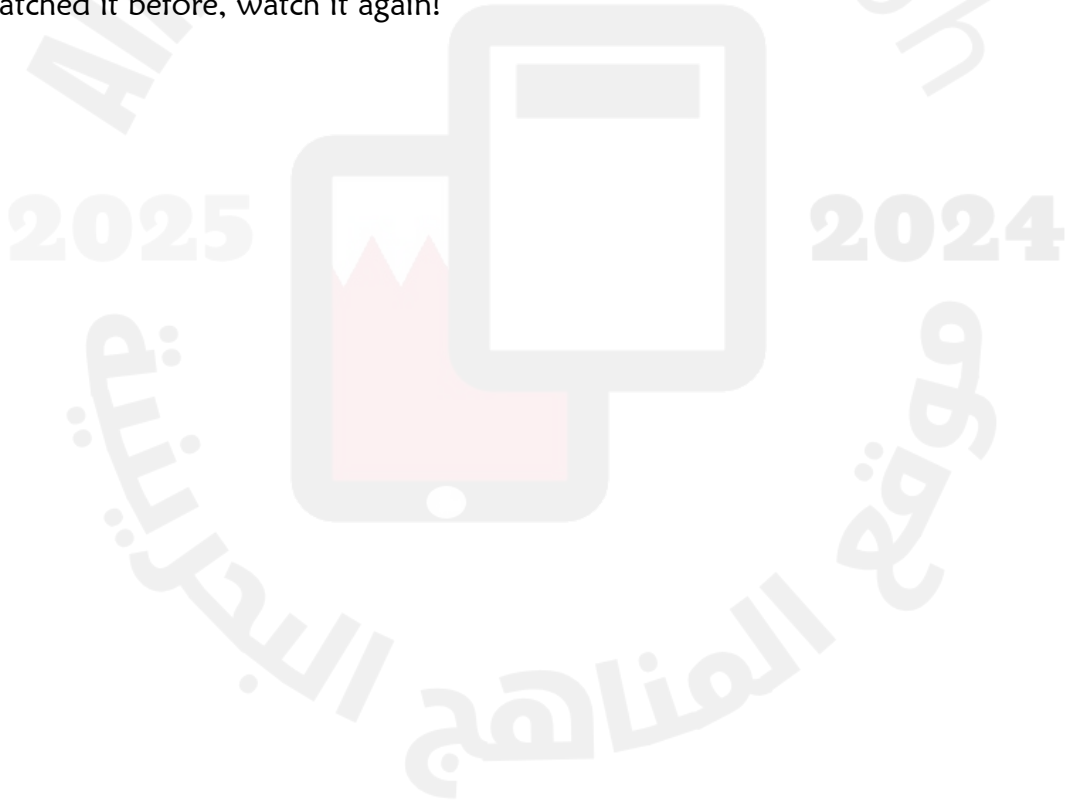
“Home Alone”: The funniest movie ever

“Home Alone” is one of the best American movies ever. It is a comedy family movie that was filmed in the USA in the year 1990 and it is about a boy called Kevin who was forgotten home alone when his family was travelling. He saved his house from two thieves and was able to stay safe until the return of his family. You can find it on the YouTube or watch it on TV.

The main character of the movie was Kevin who was a very smart and brave boy. The role of Kevin was acted by the very talented actor Macaulay Culkin who was very famous child actor in the 90’s because he was very funny and professional. The other main characters in the movie were the two thieves

The most interesting thing about the movie is the festival spirit. The events happen in the time of Christmas celebration, so snow was everywhere and houses were decorated with lights which is very charming. Also the story is very interesting and focuses on the love between family members.

“Home Alone” is the most popular family movie ever. I recommend everyone to watch it. And if you have watched it before, watch it again!





2025 Unit 4 2024
The Art In Science



1- Vocabulary:

- Lesson 1: Students book page 70:

Word / phrase	Meaning in English	Meaning in Arabic
Annual (adj)	Yearly	سنوي
Develop (v)	To design or create	يطور
Familiar (adj)	Known to you	مألوف
Professional (adj)	Relating to a job that requires training or education	محترف
Specific (adj)	Clearly defined	محدد
Combine (v)	To mix	دمج
Expression (n)	A show of how you think or feel	تعبير
Possibility (n)	Opportunity	إمكانية / فرصة
Quality (n)	How good something is	الجودة
Trade (n)	A type of work that you are trained to do such as plumbing, construction, etc	حرفة

- Lesson 2: Students book page 72:

Word / phrase	Meaning in English	Meaning in Arabic
Appreciate (v)	To recognize how good something is	يقدر
Direction (n)	Way	إتجاه
Entertain (v)	To make people enjoy	يرفه / يمتع
Image (n)	Picture	صورة
Influence (v)	To have an effect on people	يؤثر
Definitely (adv)	For sure	بالتأكيد
Emotional (adj)	Related to feelings	عاطفي
Essential (adj)	Very important	ضروري / أساسي
Imagination (n)	The part of your brain that creates ideas and pictures of things that are not real	خيال
Passionate (adj)	To have strong feelings about something	شغوف



- Lesson 3: Students book page 74:

Word / phrase	Meaning in English	Meaning in Arabic
Accessible (adj)	Easy to get to, see, or use	يمكن الوصول إليه
Express (v)	To say or communicate something	يعبر
Process (n)	The way of or steps for doing something	خطوات القيام بشيء
Reflect (v)	To show or be a sign of something	يعكس
Society (n)	People in the same community, city, or country	مجتمع
Expect (v)	To think something will happen	يتربص
Motivation (n)	The reason someone does something	دافعية
Public (n)	Shared by all in a place; for anyone to see or use	عام
Remove (v)	To take something away	يزيل
Temporary (adj)	Happening or lasting for a short time	مؤقت

- Lesson 6: Students book page 81:

Word / phrase	Meaning in English	Meaning in Arabic
Ability (n)	Skill	قدرة
Advance (v)	To move forward	يتقدم
Attach (v)	To join one thing to another	يُلحِق
Contest (n)	An event in which people or teams try to be the best at doing something	مسابقة
Field (n)	An area of activity, interest, or study	مجال
Imagine (v)	To form an idea in one's mind	يتخيل
Industrial (adj)	Related to industry	صناعي
Original (adj)	First	أصلي
Produce (v)	To make something	ينتج
Realistic (adj)	Showing things as they are in real life	واقعي



2- Grammar:

Lesson 4: Connecting words for reasons and results (Pages 76- 77)

GRAMMAR Connecting words for reasons and results

We use *because* to introduce a **reason**. *Because* + subject + verb creates an **adverb clause of reason**. An adverb clause is a dependent clause.

*Vila Madalena is interesting to visit **because** there is a lot of colorful street art to see.*

reason

Adverb clauses of reason can also begin a sentence.

Because there is a lot of colorful street art to see, Vila Madalena is interesting to visit.

reason

We use *so* to introduce a **result**. *So* connects two independent clauses.

*Street art is illegal in some places, **so** street artists sometimes work at night.*

result

[Click on the link to watch a video about reason and result:](#)

To practice this grammar rule, do exercise C in students' book page 77.

Lesson 8: Simple past and present perfect (Pages 84- 85)

GRAMMAR Simple past and present perfect

We use the **simple past** to describe an event or time period that is completed.

*Between 2005 and 2018, STEM jobs **grew** from about 6.4 million to almost 8 million.
Jobs in computer science **increased** by 100% last year.*

We use the **present perfect** to talk about things that started in the past and continue today.

*STEM jobs **have grown** steadily for the past several years.
Jobs in computer science **have increased** almost 100% each year since 2011.*

To form the present perfect, use *have* or *has (not)* + the past participle of a verb.

*Sales **have remained** the same for the past five years. They **have not risen**.
The rate **has risen** and **fallen** several times since 2016.*

We often use these time words and phrases with the present perfect:

for several years since 2000 over the years lately already yet

Note: See the appendices for a list of common irregular past and past participle verb forms.

[Click on the link to watch a video about past simple and present perfect:](#)

To practice this grammar rule, do exercise B in students' book page 84.



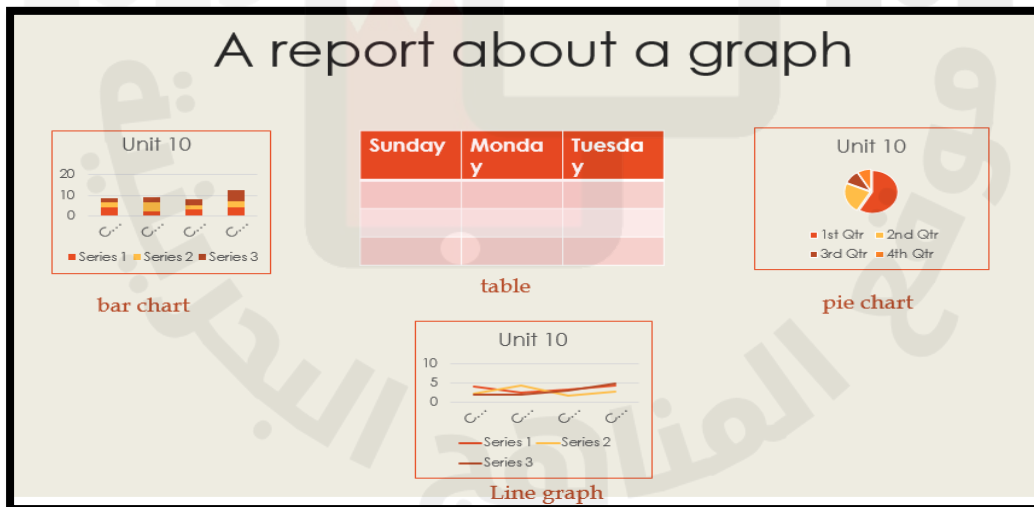
3- **Writing:** Writing a report about a graph

- **Layout:**

1. **Introduction:** Write the type of the chart or graph (bar chart, pie chart, line graph), what is it about (find it in the title of the graph), what categories does it compare (from the key of the graph), mention the years included in the graph.
2. **Mention the trends:** Mention the changes in the numbers, any big change is called trend, like when numbers go up, drop, the highest number and the lowest number. Don't mention any numbers from the graph.
3. **Mention the numbers:** Write the trends with the numbers in this paragraph.
 - In this writing there is no conclusion






Writing vocabulary

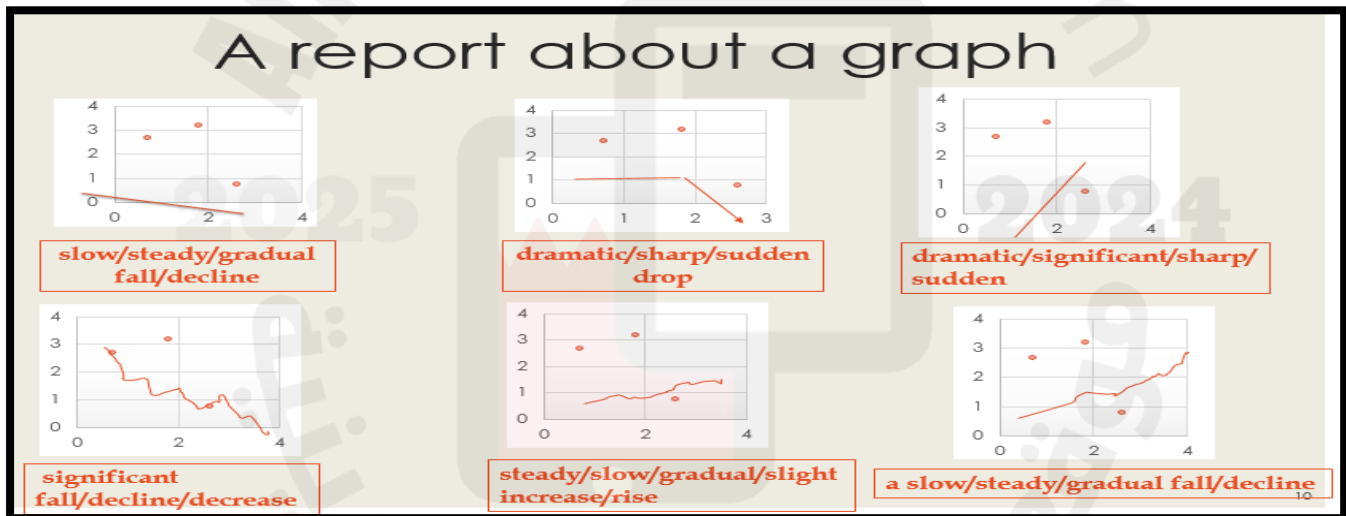
1. Types of graphs and charts:





2. Trends:

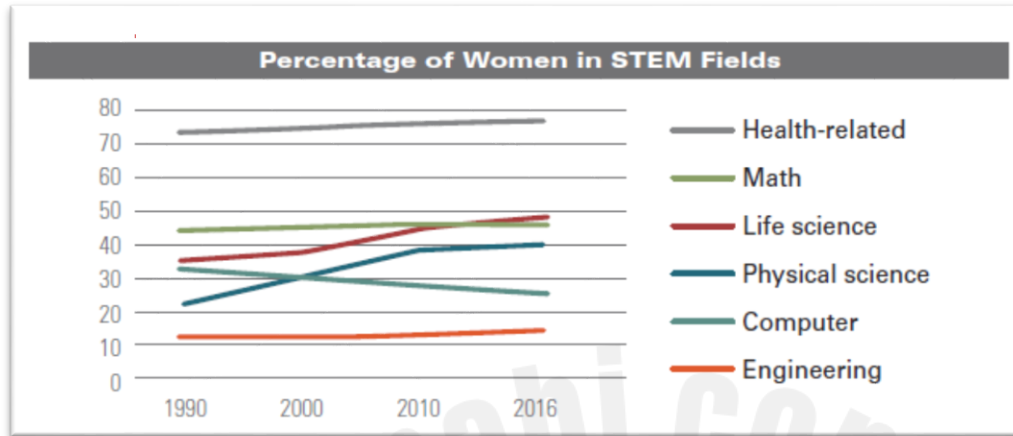
A report about a graph				
				
increase, rise, grow, go up	drop	decline, fall, shrink, decrease	level off, stabilize, remain stable	peak



[Click on the link to watch a video about charts and graphs:](#)



- Model writing:



This line graph is about the percentage of women working in STEM fields. It compares the percentage of women working in different STEM fields which are health related, math, life science, physical science, computer and engineering in the years 1990, 2000, 2010, and 2016.

Overall, it is clear from the graph that the most popular STEM field for women is health-related, while the least popular one is engineering. While math and engineering percentage had a very slow increase over the years, life science and physical science witnessed a dramatic increase. The only field that had a decrease in the percentage of women working in it was computer.

The percentage of women working in health-related field increased from 73% in 1990 to 78% in 2016, and the percentage of women working in engineering field was stable at 11% from 1990 until 2005 when it started increasing gradually until it reached 13% in 2016. Regarding life science field, it increased from 36% in 1990 to 49% in 2016, while physical science field increased from 21% to 40% in 2016. Finally, the percentage of women working in computer field decreased from 33% in 1990 to 27% in 2016.



2025

2024

Unit 5

Why We Travel



1- Vocabulary:

- Lesson 1: Students book pages 92-93:

Word / phrase	Meaning in English	Meaning in Arabic
Lifetime (n)	The length of a person's life	طول العمر
Mood (n)	How someone feels	مزاج
Reduce (v)	To make something smaller	يقلل
Strengthen (v)	To make something stronger	يقوي
Last (v)	To continue for a period of time	يدوم
Measure (v)	To work out the amount or size of something	يقيس
Opposite (n)	On the other side of something OR completely different	مقابل / عكس
Reward (n)	Something you get when you do something well	جائزة
Unexpected (adj)	Not expected	غير متوقع

- Lesson 2: Students book page 94:

Word / phrase	Meaning in English	Meaning in Arabic
Apparently (adv)	Used to say how something seems or appears	فيما يبدو
End up (v phr)	Up to finally arrive at a place, a decision, or a situation	انتهي به الأمر
Expedition (n)	A long journey taken for the purpose of exploring	رحلة استكشافية
Joy (n)	A feeling of great happiness and pleasure	فرحة
Skilled (adj)	Having the knowledge and ability to do something well	ماهر
Assistant (n)	Someone whose job it is to help others to do their work	مساعد
Eventually (adv)	Finally; after a long time	في النهاية
Illness (n)	A condition in which the mind or body is sick	مرض
Region (n)	A particular area in a country or in the world	منطقة
Wealthy (adj)	Very rich	ثري



- Lesson 3: Students book page 96:

Word / phrase	Meaning in English	Meaning in Arabic
Alert (v)	To warn someone that a situation might be dangerous	ينبه / يحذر
Disaster (n)	An event that can cause a lot of harm or damage	كارثة
Landscape (n)	A large area of land	منظر طبيعي
Mission (n)	An important job where someone is sent somewhere to do something	مهمة
Crew (n)	A group of people who work together, especially on a ship or plane	طاقم
Failure (n)	Not succeeding in doing something	فشل
Leadership (n)	The qualities that make a good leader	فن القيادة
Rescue (v)	To help someone out of a dangerous situation	ينقذ
Trap (v)	To keep something in one place and stop it from leaving	يحجز

- Lesson 6: Students book page 102:

Word / phrase	Meaning in English	Meaning in Arabic
Allow (v)	To let someone do something	يسمح
Deeply (adv)	To feel things in an intense way	بعمق
Host (n)	The person who receives and entertain people in an event	مضيف
Involve (v)	To make someone interested in taking part of something	يتضمن / يشارك
Popularity (n)	The condition of being liked by many people	شعبية
Citizen (n)	A legal member of a country	مواطن
Expose (v)	To make something known	يكشف
Interact (v)	To communicate with someone	يتفاعل
Organize (v)	To arrange things	يرتب
Relax (v)	To stop work and start to calm down and enjoy	يرتاح



2- Grammar:

Lesson 4: Simple future (Pages 98- 99)

GRAMMAR Simple future

Remember:

- ▶ We form the simple future with *will ('ll)* + the infinitive of the main verb to make a statement.
*Hiking in Japan is different from your regular routine, so you'll **forget** about the stresses of your daily life.*
- ▶ We form questions with a question word + *will* + pronoun + infinitive of main verb OR *will* + pronoun + infinitive of main verb ...
*Where **will** you **go**? / **Will** we see the hot springs?*
- ▶ We can also form the simple future with *be + going to* + the infinitive of the main verb.
*I **am** (I'm) **going to visit** my friend in Dubai.*
- ▶ We form questions with a question word + *be + going to* + infinitive of main verb OR *be + going to* + infinitive of main verb.
*What **are** you **going to do** on your holiday? / **Are** you **going to go** on holiday this year?*
- ▶ We use the *will* form to talk about a planned future action in more formal contexts. You can see this in texts like holiday brochures. We use the *going to* form to talk about our personal plans like future holidays.

To practice this grammar rule, do exercise B in students' book page 98.

Lesson 8: Focusing words (Pages 106-107)

GRAMMAR Focusing words

The function of focusing words is to point to part of a sentence and tell us something about it. For example, we can use focusing adverbs like *just* and *only* to show that something is limited.

*Should we learn about explorers or **only** about the discoveries they made?*
(*only* + preposition)

*A trip may last **just** a few days or weeks.*
(*just* + noun phrase)

We can also use focusing words to point to two things that are linked and of equal importance. For example, **both ... and ...**

*Malaika was the youngest Indian person to travel to **both** the North Pole **and** the South Pole.*
(*both* + noun + *and* + noun)

To practice this grammar rule, do exercise B in students' book page 106.



3- Writing:

Writing a brochure about a tour

- Layout:

1. **Title:** Write an interesting title that includes the name of the city or country
2. **Opening statement:** Write a question to interest the reader in your tour like (Do you fancy an amazing tour in Manama?)
3. **Why join our tour?** Write 3-4 reasons why it is a good idea to join this tour. Write benefits like learning about the culture and history, meeting locals, learn about traditions, etc.
4. **Where will you go?** List the different places the tour will visit and write briefly what will tourists do in each location, you can add short background information about one or two places.
5. **Who is this tour for?** Mention the targeted audience of the tour, is it for kids? For adults? For all ages? Also, mention the suitable activities for each age group.
6. **Write a call to action:** Write something to make people take an action like (For any inquiries, call us on this number...) or (We think you will enjoy joining our tour)

- You have to include the underlined headings in your writing

- **Model writing:**

A tour in Manama

Do you fancy an amazing cultural tour in Manama?

Why join our tour?

Manama has a deep history. It is the capital city of the Kingdom of Bahrain, and it has a lot of interesting places for tourists to enjoy. If you join our tour, you will gain a lot of benefits. You will learn about the history of Manama and Bahrain and you will meet local people and get to learn about their traditions and culture.

Where will you go?

We will visit many interesting places in Manama. The tour starts in Bab Al Bahrain which is a historical building in the traditional market of Manama. You can find local food, gold, clothes and gifts there. Then, we visit Bahrain National Museum where you will enjoy learning



about the history of Bahrain. Then the tour visits Bahrain Fort, which was built in the 16th century.

Who is this tour for?

Tourists from all ages are welcomed to join us. Kids will have fun especially at the museum, and adults will get to go shopping in the traditional market and take photos of the amazing sights that the tour visits.

We are sure you will enjoy our tour.



The End