

شكراً لتحميلك هذا الملف من موقع المناهج البحرينية



Revision for Final Exam Booklet ENG 101

موقع المناهج ⇨ المناهج البحرينية ⇨ الصف الأول الثانوي ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ الملف

تاريخ نشر الملف على موقع المناهج: 15:29:22 2024-01-12

التواصل الاجتماعي بحسب الصف الأول الثانوي



روابط مواد الصف الأول الثانوي على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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[التربية الاسلامية](#)

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

العنوان semester First Booklet Final Eng	1
فقرات اللغة الإنجليزية	2
فقرات اللغة الإنجليزية انج 101	3
Revision unit Five English 101	4
Revision unit Four English 101	5

Kingdom of Bahrain

Ministry of Education

Ghazi AlQusaiby Secondary Girls School

KINGDOM OF BAHRAIN
Ministry of Education



مملكة البحرين
وزارة التربية والتعليم



Booklet of ENG101 (Reflect)

Revision for Final Exam

2023-2024



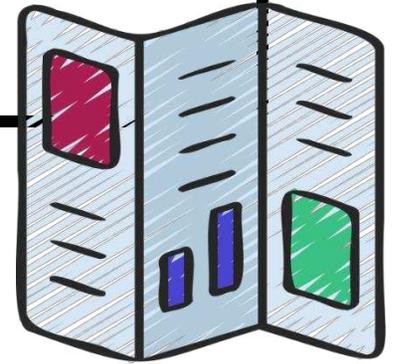
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Unit 1 - Grammar (Gerunds and Infinitive)

- Some verbs are followed only by gerunds. Others are followed only by infinitives. And some verbs can be followed by both gerund or infinitive.

Reorder the words to make questions.

1. on / plan / do / weekend? / doing / this / you / What

2. your / suggest / you / What / visiting / in / country? / would

3. see / do / to / Who / hope / soon? / you

4. to / after / would / Where / you / go / lesson? / like / today's

5. your / do / free / What / doing / in / time? / you / enjoy



**For more practice,
scan the QR Code.**

TO + INFINITIVE

OFFER TO READ
DECIDE TO READ
FORGET TO READ
PROMISE TO READ
FAIL TO READ
LEARN TO READ
PLAN TO READ

An infinitive is to + verb.

GERUND (ING)

ENJOY READING
MIND READING
FINISH READING
SUGGEST READING
CONSIDER READING
RECOMMEND READING

A gerund is a verb + -ing used as a noun.

Note that, in general, a gerund follows a preposition.

Prepositions are words like in, on, at, under.

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

Unit 1 - Grammar (Multi-Words Verbs)

- Multi-word verbs are verbs which consist of a verb and one or two prepositions.

ask around

get around

meet up with

run into

*drop off**

get together

*move in**

*sign up**

eat out

*help out**

*pick up**

*throw away**

get along with

look forward to

*put together**

work out

Circle the correct option.

1. I don't know where the best supermarket is, so I'm going to ask **up / around** to find out what my neighbors suggest.
2. My mother never throws **up / away** our old clothes. She gives them to charity centers for the poor.
3. My sister and I don't always get **in / along** with each other. Sometimes we have terrible arguments!
4. After my cousin broke his leg, it was difficult for him to get **around / away** without crutches.
5. I ran **over / into** an old friend in the street today. I hadn't seen her in years!
6. Can you drop me **out / off** at school tomorrow morning?
7. The students are looking forward **to / at** their summer vacation.
8. Where can I sign **to / up** to join your club?

Unit 1 - Writing (Discussion Essay)

- A discussion essay is a piece of formal writing that discusses a particular issue, situation or problem by looking at its both sides, the negative and the positive.

..... This issue has been debated for many years. Some argue that it has negative impacts while others believe that it has positive impacts. To better understand this issue, it is important to discuss both views in depth.

On the one hand, is not all good news. To begin with, Besides, Moreover,

On the other hand, has some positive impacts. In fact, What is more, Last but not least,

In conclusion, It is clear that has both negative and positive impacts. Therefore, it is important to keep a balance to fully benefit from it.

Layout of writing a discussion essay

Introduction

Introduce the topic in a way that gets readers' attention.

Main Body 1

Supporting ideas for negative impacts

Main Body 2

Supporting ideas for positive impacts

Conclusion

Summarizes the two points of view and restates your opinion

Write a discussion essay about the impact of the Internet on your school community.

Impact of Internet on School Community

Impact of internet on school community; this issue has been debated for many years. Some argue that it has negative impacts while others believe that it has positive impacts. To better understand this issue, it is important to discuss both views in depth.

On the one hand, using the internet in school is not all good news. To begin with, it distracts students' attention. Besides, the school needs extra budget to afford the devices students need, otherwise, they will bring their own and use the different social media applications. Moreover, they may use the internet to spread rumors in school and bully on each other.

On the other hand, using the internet in school has some positive impacts on school community. In fact, students can use it to do their online homework at school in their free time. What is more, they can search for information they need for their lessons. Last but not least, it will be easier for them to share notes using the internet.

In conclusion, it is clear that the impact of internet on school community has both negative and positive sides. Therefore, it is important to keep a balance to fully benefit from it.

Unit 2 - Grammar (If - Future Conditional)

Complete the following sentences with the correct tense of the verbs provided.

1. We _____ (not/play) tennis tomorrow if it _____ (rain).
2. She _____ (let) the children play in the house if they _____ (not/make) too much noise.
3. If we _____ (not/hurry), we _____ (miss) our plane.
4. The bee _____ (not/sting) you if you _____ (not/move).
5. If you _____ (not/speak) louder, no one _____ (hear) you.

Directions: Put the words in the correct order to make conditional sentences.

Ex. works will she hard boss give a the raise if her
The boss will give her a raise if she works hard.

1. we if is cancel the bad will the weather game

2. she car if will doesn't take the start bus her

3. I am your will if come to I not party busy

4. if will umbrella it take rains I an

5. if put will in fridge you the go don't milk the it sour

PRESENT SIMPLE + FUTURE SIMPLE

✔ If we work hard, we will finish the project on time.

↑

IF

↑

CONDITION

↑

RESULT



The **first conditional** is used to express a real or very probable situation in the future. It refers to things that will possibly happen in the future if a condition is met.

The **first conditional** is common when we are talking about *possible plans, promises, warnings, threats* or for *persuading* someone.

CONDITION

PRESENT SIMPLE

+

RESULT

FUTURE SIMPLE



✔ If I go to Italy next week for work, I'll visit the Colosseum.

✔ If I have time tomorrow, I will help you.

✔ If you touch that wire, you will get an electric shock.



For more practice, scan the QR Code.

Unit 2 - Grammar (Simple Past and Past Continuous)

Simple Past is used to indicate to actions that started and finished in the past.

-Rewrite the verb in the simple past tense:

1. We _____ to the concert (go)
2. He _____ this book (buy)
3. I _____ two cups of coffee (drink)
4. He _____ three days ago (leave)
5. They _____ their house (sell)
6. I _____ two big cate (eat)
7. You _____ several mistake (make)
8. We _____ a good time (have)
9. The Wilson _____ a new house in Washington DC (build)
10. John _____ downtown with his friends today (drive)



For more practice, scan the QR Code.

ENGLISH GRAMMAR

PAST SIMPLE TENSE

+ Affirmative

SUBJECT	VERB	
I / you / we / they he / she / it	+ lived ...	

Past tense regular verbs end in -ed. ↑

There is only one form of each verb in the past simple tense.*

*The exception is TO BE which has two forms: was and were.

- Negative

SUBJECT	AUXILIARY	VERB	
I / you / we / they he / she / it	+ didn't +	speak need live

+ Affirmative: I **lived** in Spain. + Affirmative: He **watched** a movie.
 - Negative: I **didn't live** in Spain. - Negative: He **didn't watch** a movie.

* The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live
 The verb is not in the past tense in negative sentences. "Didn't" tells us it is a past tense sentence.

? Question

AUXILIARY	SUBJECT	VERB	
Did +	I / you / we / they he / she / it	speak need live	... ? ... ? ... ?

+ Affirmative: You **lived** in Italy. + Affirmative: She **watched** a movie.
 ? Question: **Did** you **live** in Italy? ? Question: **Did** she **watch** a movie?

* The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live
 The verb is not in the past tense in questions. "Did" tells us we are asking a past tense question.

Past Continuous is used to describe actions that was going on in the past (Continuity).



For more practice, scan the QR Code.

PAST CONTINUOUS

Complete the sentences and match them to the pictures.

- 1 He _____ the guitar when his mom came home. (play)
- 2 Martin _____ his classmate's homework when the teacher saw him. (copy)
- 3 My sister _____ when she came home from school. (cry)
- 4 A bad boy _____ a younger student after school. (bully)
- 5 They _____ dinner at home last night. (have)
- 6 My mom _____ the violin at nine last night. (practice)
- 7 The students _____ when the principal arrived. (fight)
- 8 They _____ their cell phones in class yesterday. (use)
- 9 He _____ graffiti when the teacher saw him. (spray)
- 10 John _____ on the exam. (cheat)



+ Subject + Was/Were + Verb (ing) + Object.
I was going to school.

- Subject + Was/Were + Not + Verb (ing) + Object.
I was not going to school.

? Was/Were + Subject + Verb (ing) + Object ?
Was I going to school?

Past Continuous Rules

<p>While</p> <p>While subject + was/were + VERBing, subject + past simple/continuous.</p> <p><i>While you were reading, I finished my homework.</i></p>	<p>Time in past</p> <p>Time in past + subject + was/were + VERBing.</p> <p>(Used to show an action that was happening over a period of time in the past.)</p> <p><i>At 5 o'clock yesterday I was reading a book.</i></p> <p><i>I was studying all weekend.</i></p>
<p>When</p> <p>When subject + past simple, subject + was/were + VERBing.</p> <p><i>When my brother arrived, grandma was making dinner.</i></p>	

Unit 2 – Writing (Story)

Write a funny story about a misunderstanding you faced before. (120-150 words)

A Misunderstanding in _____

I had an unforgettable experience during my trip to One day, I decided to.....

 I was faced with a communication challenge.

 I started to feel embarrassed.

Where and when did the story happen?
What were you doing?
What was the misunderstanding problem that you faced?
What happened, how did you feel and what was your reaction?
What happened at the end?
What was the lesson that you learnt?

1-Introduction	-Setting (when and where?) -The misunderstanding (the problem happened)
2- Main Body	What happened next? How did you feel and react?
3- Conclusion	How did the story end? What did you learn from the story?

Verbs افعال	Linking words ادوات ربط	Adjectives to describe feelings صفات لوصف المشاعر	Places, time and weather ((المكان والوقت والطقس العام))
Went - ذهب	First, أولاً،	Surprised - متفاجئ	Spain – Europe – USA – Britan – Australia
Played - لعب	Also, ايضاً،	Shocked - مصدوم	In the mall – في المجمع التجاري
Enjoyed - استمتع -	Then, ثم،	Funny - مضحك	In the restaurant – في المطعم
Saw - رأى	After that, بعد ذلك،	Hilarious - مرح	At the museum – في المتحف
ordered - طلب	At the beginning, في البداية،	Embarrassed - محرج	Morning صباحاً – evening مساءً

Just as I was about to leave, it came to my mind. I remembered that in they use a different body language as they

 I started laughing at my misunderstanding. At that moment, I understood my lesson about the importance of understanding body language.

A Misunderstanding in Turkey

I had an unforgettable experience during my trip to Turkey. One day, I decided to try out a famous restaurant there. As I sat down, a waiter came to take my order. The only problem was that I didn't speak Turkish, and they didn't speak Arabic; I was faced with a communication challenge.

Feeling a bit lost, I pointed at a sandwich. To my surprise, the waiter shook his head from side to side. I was confused. I looked around and noticed other people eating their Sandwiches. I thought I would order a pizza since I saw people around eating pizza. So, I pointed at a pizza. Once again, the waiter Shook his head sideways. I started to feel embarrassed.

Just as I was about to leave, it came to my mind. I remembered that in Turkey they use a different body language. Shaking the head sideways means "yes," while nodding the head up and down means "no." I started laughing at my misunderstanding. At that moment, I understood my lesson about the importance of understanding body language.

Unit 3 – Grammar (Adjective Clauses)

GRAMMAR Underline the adjective clauses and circle the relative pronouns. Then write S if it's a *Subject Clause* or O if it's an *Object Clause*.

1. _____ The movie features monsters that attack people when they hear a noise.
2. _____ It's really about a normal family who is trying to survive.
3. _____ They are a normal family that viewers can connect with.
4. _____ They learn a strategy that helps them beat the monsters.
5. _____ The scary scenes and characters that we can relate to make it a great movie.

GRAMMAR Complete the sentences. Write all possible relative pronouns (*that*, *who*, *which*, or \emptyset , if no pronoun is needed).

1. The actors _____ I like the best are Ali Al-Ghurair and Khalil Al-Rumaithi.
2. The filmmakers _____ made *Free Solo* are married.
3. Watching movies _____ cause you fear can actually produce good feelings.
4. The American movie _____ won many international awards in 2009 was called *Avatar*.
5. *Ar-Risālah*, or *The Message*, is an epic drama film _____ was directed and produced by Moustapha Al Akkad.



For more practice, scan the QR Code.

What is an adjective clause?

It gives more information or details about the noun.
(An adjective clause starts with a *relative pronoun*)

I met the actor. The actor is very friendly.

I met the actor who / that is very friendly.

Relative pronoun

Adjective clause

Relative pronouns used for people

Who
That

Relative pronouns used for things

Which
That

Types of adjective clauses

"Subject" Adjective clause

"Object" Adjective clause

The relative pronoun is the "subject"

The relative pronoun is the "object"

❖ I met the actor that is very friendly. "Subject" adjective pronoun

Relative pronoun + verb

❖ The actor I met is very friendly. "Object" adjective pronoun

Note: the relative pronoun can be omitted

Unit 3 – Grammar (Gradable and Non-Gradable Adjectives)

Non-gradable adjectives

Examples of non-gradable adjectives:

- ✓ necessary
- ✓ free
- ✓ destroyed
- ✓ acceptable
- ✓ enormous
- ✓ fascinated
- ✓ terrible
- ✓ terrifying

Strong adjectives are not gradable but we can use the modifiers that make them stronger like: **absolutely – completely - totally**

Gradable adjectives

We use modifiers to describe different levels of something



- The weather is **a little / bit hot** today.
- The weather is **pretty hot** today.
- The weather is **really / very hot** today.
- The weather is **extremely hot** today.

Examples of gradable adjectives:

- ✓ expensive
- ✓ frightening
- ✓ interesting



For more practice, scan the QR Code.

Complete the diagram to rank the modifiers. Compare your diagram with a partner and decide if you want to change the position of any of the modifiers.

Strongest		
Weakest		

a bit	a little	absolutely
extremely	pretty	really
totally	very	

Write a review about a movie you recently watched.

Unit 3 – Writing (Movie Review)

A movie review is an evaluation of a movie which includes overview or summary to show personal opinion and recommendation.

.....

----- is a ----- movie. It is about -----

-----.

The best thing about this movie is the outstanding cast. One of the top actors is ----- . He / She plays the role of the ----- who -----

-----.

Moreover, there are several things that make the movie special. To start with, ----- . In addition to that, ----- . Also, ----- . If you are a fan of this kind of movies, I recommend you to watch it because ----- .

Layout of a Movie Review

Paragraph 1	<ul style="list-style-type: none"> Name of the movie: ----- Type:(Examples: action/comedy/horror/fairy tale/romantic) ----- Brief idea of the movie: -----
Paragraph 2	<ul style="list-style-type: none"> Characters: Who are the main characters? ----- Describe their roles in the movie: -----
Paragraph 3	<ul style="list-style-type: none"> Special things about the movie: ----- Opinion and recommendation:-----

Type	Horror رعب/comedy مضحك/drama دراما/science fiction علمية /fairy tale قصص خيالية/romantic رومانسي/thriller قتل
Special things	it is based on true story قصة حقيقية مبني على /the plot keeps you interested مستمتعاً القصة تبيحك /film events engage the audience النهاية كانت مرضية /the ending is satisfying متعلق بالفلم /the cast did a wonderful job of acting في الطاقم قاموا بأداء عمل رائع في الاحداث كانت جيدة التخطيط في الفلم /the scenes are well-planned التمثيل

Tangled

Tangled is a Fairy tale movie, it is about a mother and her daughter living in a high tower in the woods where the mother forbids the daughter from leaving and a romantic story happens later.

The best thing about this movie is the outstanding cast, one of the top actors is Flynn Rider. He plays the role of the thief, who steals something from the royal castle and tries to shelter in a tower where Rapunzel lives. He is funny and makes the movie interesting to watch.

However, there are several things that make the movie special. To start with, the plot is unpredictable as the film's events engage the audience. In addition to that, their customs are fashionable and unique. This type of films is considered as a good choice, especially for young girls who are aged from seven to thirteen years old. I recommend everyone to watch it.

Unit 4 – Grammar (Connecting Words for Reasons and Results)

SO and BECAUSE

When do we use 'so' and when do we use 'because'?
How is the meaning different?

● I was tired, **so** I went to bed.

first *then*



"I was tired" happened first.
It is the reason for going to bed.

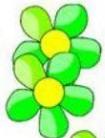
● I went to bed **because** I was tired.

then *first*



"I went to bed" happened after feeling tired.
It is the result of feeling tired.

Complete the sentences with because and so:

1. I went home early _____ I was very tired.
2. Ali wanted to learn English _____ he took an English course.
3. Sara went shopping _____ she had no food. 
4. My uncle's car was very old _____ he sold it.
5. He didn't go to the meeting _____ he was ill. 
6. The dress was very expensive _____ I didn't buy it.
7. Mum bought a big cake _____ it was my birthday.
8. We stayed at home _____ it was raining. 
9. Aysha's was late _____ she went by taxi.
10. Layla went to the bank _____ she didn't have any money.
11. The weather is lovely _____ we are going to the park.
12. My father has toothache _____ he went to the dentist.
13. I will be cleaning the windows _____ they are dirty.
14. Anna woke up late _____ she missed the bus. 
15. My sister lost her doll _____ she was very sad.
16. Sally is on a diet _____ she wants to be thin again.
17. I don't go out at night _____ it isn't safe. 

For more practice, scan the QR Code.



Unit 4 – Grammar (Simple Past and Present Perfect)

Past Simple vs. Present Perfect

Past Simple

Form

S + regular verb-ed or irregular verb (V2 form, Past Simple)

Use

Finished time

We **lived** in Japan **from 1995-1998**.
(a time period that started and ended in the past)

Definite time

I **saw** the Eiffel Tower **in 2007**.

Series of finished actions

Firstly, he **read** the book and **then** he **watched** the movie.

Repeated actions

He **went** to the cinema **every weekend last year**.

Time Phrases

yesterday
ago
last
in 1994, etc.
in the 20th century, etc.
in July, etc.
on Monday, etc.

Present Perfect

S + regular verb-ed or irregular verb (V3 form, Past Participle)

Unfinished time

I've **worked** as a teacher **since 2011**.
(a time period that started in the past, and continues until now)

Indefinite time

I **have seen** the Eiffel Tower.

Experience

Have you ever seen this movie?

Result

She **has already** watched this movie **3 times**.

already
just
yet
ever
never
for
since...

EXERCISE 3 Choose correct answer.

- ✓ Adi **gave/have given** me phone number last Friday.
- ✓ I don't remember her name. I **forgot/have forgotten** it.
- ✓ We **have moved/moved** to Prague in 1986.
- ✓ Our neighbours **visited/have visited** us three times this month.
- ✓ Somebody **has left/left** this bag for you yesterday.
- ✓ My sister **has known/ knew** Mark since January.
- ✓ I **learnt/have learnt** this poem six days ago.
- ✓ Clare and Brian **have met /met** themselves last December.
- ✓ They **built/have built** the house for seven years now.

For more practice, scan the QR Code.



Verbs List (Infinitive, Past Simple & Past Participle)

Unit 4 – Writing (A Report Describing a Line Graph)



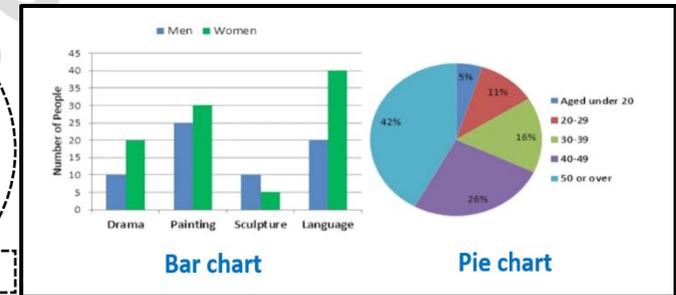
What is a Line graph/chart?

A line graph, also known as a line chart, is commonly drawn to show information that changes over time.

Layout of writing a Report

- 1 Introduce the topic / What the data is about: _____
Give a brief overview of the data being presented: _____
- 2 Present Main Trend 1: _____
Details Supporting Main Trend 1: _____
- 3 Present Main Trend 2: _____
Details Supporting Main Trend 2: _____

Other Types of Charts

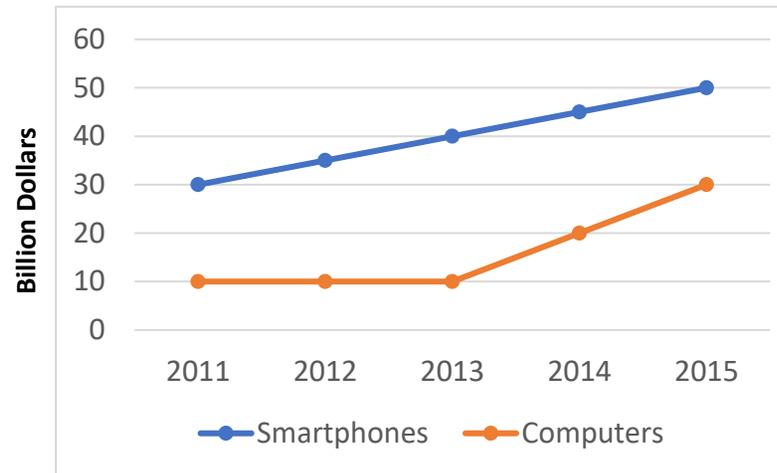


Words you may need to write a chart

an increase /increased a rise/rose	a fall/fell a drop/dropped	a decrease /decreased	remain stable	peak

graph	increased	evident	witnessed	notable	precisely	gradually	Valued at	rise
رسم بياني	ارتفع	واضح	شهد	ملحوظ	بالتحديد	بالتدريج	يقدر بـ	ارتفاع
peak	remained stable	Amounted to	escalated	growth	indicates	significant	surge	demand
قمة	بقي مستقر	بلغ	صعد	نمو	يشير الى	هام	طفرة	طلب

Report about the sales of Smartphones and Computers

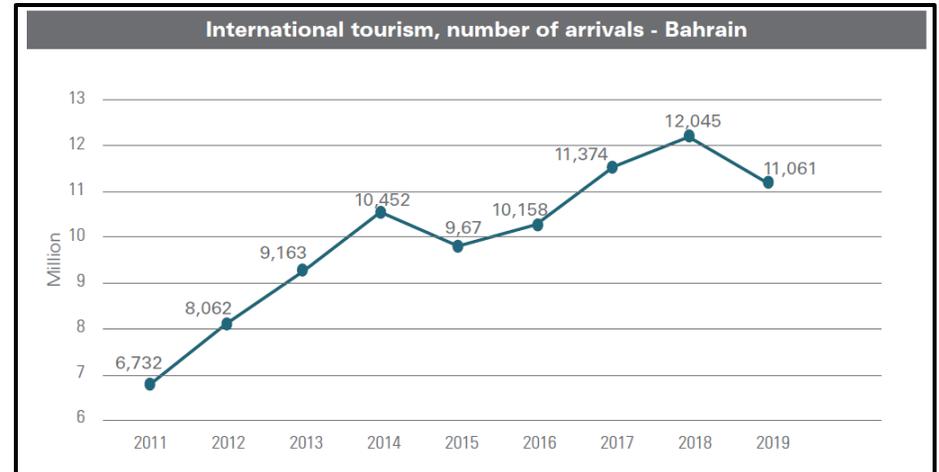


The graph presents data on the sales of smartphones and computers between the years 2011 and 2015. According to the graph spending money on both kinds of devices have increased by the year 2015.

It is evident from the graph that sales witnessed a notable increase from 2011 to 2015. Precisely, sales of the smartphones increased gradually during this period. The amount of money spent on smartphones valued at around 30 billion dollars in 2011, then it has experienced a gradual rise to reach a peak valued at 50 million dollars in 2015.

On the other hand, the sales of computers remained stable, amounted to 10 billion dollars between the years 2011 and 2013. Later on, the amount of money spent on computers increased to reach 20 billion dollars in 2014 and this number escalated to 30 billion dollars in 2015. This growth indicates a significant surge in the demand for this kind of devices.

Write a report describing the given information in the graph about the international tourism (number of arrivals) in Bahrain.



Report about -----

The graph presents data on ----- between the years ----- and -----.
According to the graph -----.

It is evident from the graph that ----- . If we take a closer look, we can notice that -----

-----.

On the other hand, -----

----- . This indicates -----.

Unit 5 – Grammar (Simple Future)

Simple Future Word	Will	Going to
Affirmative	Will + infinitive verb (You will work on the project tomorrow.)	Going to + infinitive verb (We are going to travel on Sunday.)
Negative	Will not (won't) + infinitive verb (You will not work on the project tomorrow.)	Not going to + infinitive verb (We are not going to travel on Sunday.)
Question	Will + Subject + infinitive verb? (Will you work on the project tomorrow?)	To be verb + Subject + going to + infinitive verb (Are you going to travel on Sunday?)
	WH word + will + subject + infinitive verb? (What will you do tomorrow?)	WH word + to be verb + Subject + going to + infinitive verb (When are you going to travel?)
Use	To talk about planned future action in more formal contexts	To talk about our personal plans

Underline the correct form of the simple future for each sentence.

1. I am **going to** / **will** see my friend Ali on Tuesday.
2. The travel agent said he **going to** / **will** book all the tickets for the holiday.
3. It says in the brochure that the tour **going to** / **will** include a visit to the Royal palace.
4. Alia said she is **going to** / **will** plan a tour of Asia with her friends after the exams.
5. Our family is **will** / **going to** stay at a lovely seaside resort in Malta.
6. The hotel **will** / **going to** provide a shuttle bus from the airport to the hotel.



For more practice, scan the QR Code.

Unit 5 – Grammar (Focusing Words)

Only just

- They show that something is limited.
- **Only** can be used at the middle or end of the sentence.

Examples:

- You can buy **only** one dress.
- You can buy one dress **only**.
- The trip may take **just** few days.

Both and

- They refer to two things or people together.
- They are always considered plural in a sentence.

Examples:

- You can be **both** mother **and** business woman.
- **Both** Alice **and** Susan have to follow the rules.

Choose a focusing word(s) from the box to complete the sentence. You can use the words more than once.

just both ... and ... only

1. We will _____ have time to stop for a quick snack on the journey.
2. The holiday package includes _____ breakfast _____ dinner.
3. Should we try to visit all the historical sites or _____ the ones near the city?
4. The explorer went _____ to both Asia _____ Africa during his lifetime.
5. My cousin _____ travels by train. He believes it is better for the environment.



For more practice, scan the
QR Code.

Unit 5 – Writing (Brochure)

What is a brochure?

A brochure is a promotional document that encourages tourists to visit a country.

Title	
Opening Statement	Opening sentences to advertise for the tour
Reasons and Benefits	Why would a tourist go in this trip? What are the benefits from this trip?
Details of the Trip	Where is this trip? Why specifically this place?
Who can go in this trip?	People who can join the trip
Important Note	If there is a specific note about something that the tourists should know

- **Generate ideas and organize them using the table below:**

Name of an activity / a popular place / a tour:	
Title:	
Things to do:	1- 2- 3-

Write a brochure in which you encourage tourists to visit Bahrain.

- **Now use your ideas to complete the brochure.**

Are you looking for an interesting and exciting experience in Bahrain?

If you're looking for an amazing and unforgettable trip, then don't miss -----!

Why go ----- in Bahrain?

Bahrain is a beautiful country and ----- is an excellent way to enjoy your vacation. It is popular with both locals and tourists. It is different from your regular routine, so you'll forget about the stresses of daily life. You can have a really wonderful time during your stay in Bahrain.

What will you do?

There's a wide variety of things to do during this trip. You may -----
and ----- . Not to
mention that you can -----.

Who is this trip for?

The best thing about this trip is that you don't need an experienced tourist guide. So, it's the right choice for all tourists to have fun, try local food, look at beautiful nature, and chill.

We believe that this trip will be the experience of a lifetime.

Camping Tour in Bahrain

Are you looking for an interesting and relaxing experience in Bahrain?

If you're looking for an educational, healthy, and relaxing trip all in one, then look no further than Bahrain Camping Tour!

Why go camping in Bahrain?

Bahrain is rich in history, but not everyone wants to see that history by traveling in a tour bus from place to place. The Camping Tour is an excellent way to learn about some of Bahrain's history and experience it through the eyes of Bahraini people. This Camping Tour is popular with both locals and tourists. The Camping Tour is different from your regular routine, so you'll forget about the stresses of daily life. You can immerse yourself in Bahrain, and all the wonderful things the country offers.

Where will you go?

This Camping tour takes a place in Sukhair. This desert was an important area in Bahrain because it has the famous AlDukhan mountain and the Tree of Life that is popular in Bahrain too. People get attracted to see these natural features.

Who is this Camping Tour for?

The best thing about this tour is that you don't need to be an experienced camper. There are many stops to try local food, look at beautiful nature, and relax in a cold weather.

(Please contact us before booking if you have a disability.)

Thank you for your great efforts in studying for the final exam!

Wish you all the best... 😊

T. Maryam Hasan

T. Amal Omran

Ghazi AlQusairy