

شكراً لتحميلك هذا الملف من موقع المناهج البحرينية



Revision unit Four English 101

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

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التواصل الاجتماعي بحسب الصف الأول الثانوي



روابط مواد الصف الأول الثانوي على تلغرام

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

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English 101- Unit four Revision

Part 1: Vocabulary

Lesson 1:

annual (adj): Yearly.

We're having our annual school reunion this weekend. We meet in the same place every year.

develop (v): to design or create.

Medical scientists always try to develop new cures and treatments.

familiar (adj): known to you.

Don't I know you? Your face looks very familiar.

professional (adj): relating to a job that requires training or education.

Amateur athletes make a lot less money than professional players.

specific (adj): clearly defined.

Can you be more specific and give a few more details about what happened?

combine (v): to mix.

You have to combine different ingredients when you make a cake.

expression (n): a show of how you think or feel .

Art and music are different forms of expressions.

possibility (n): opportunity.

My brother hopes to have the possibility of going to university on a scholarship next year.

quality (n): how good something is.

If you want good quality in a product, you usually have to pay more.

trade (n): a type of work that you are trained to do such as plumbing, construction, etc.

It's important to learn a trade if you want to find a job.

Lesson 2:

appreciate (v): to recognize how good someone or something is and to value them.

The City Museum is free, but the city appreciates donations from the public.

direction (n): the area or position that someone is in.

She was a landscape artist for years. Then she went in a different direction and became a graphic artist.

entertain (v): to keep a group of people interested or enjoying themselves.

One way to entertain guests from out of town is to take them to a local museum.

image (n): a picture in your mind or an idea of how someone or something is.
Certain images, such as the lotus flower, are common in Japanese art.

influence (v): the power to have an effect on people or things.
Learning about a country's art can influence your ideas about the country.

definitely (adv): without any doubt.
If you want to get a good job as an artist, graphic design is definitely a good career.

emotional (adj): having and expressing strong feelings.
People with depression or other emotional problems often feel better after talking to a therapist.

essential (adj): necessary or needed.
Many people think art education is essential for young children because it helps them learn how to be creative.

imagination (n): the ability to form pictures in the mind.
Video game artists use their imagination to create characters and worlds that we don't see in real life.

passionate (adj): having very strong feelings or emotions.
Artists who make art from plastic garbage are often passionate about the environment.

Lesson 3:

accessible (adj): easy to get to, see, or use.
Museums and art galleries are convenient for people who live in cities, but they're not very accessible to people who live in small villages or towns.

express (v): to say or communicate something.
Some people use art to express their creative ideas to others, while other people may use music or writing.

process (n): the way of or steps for doing something.
She is learning all the steps she needs to know before beginning the process of creating a sculpture.

reflect (v): to show or be a sign of something.
The huge crowds waiting outside to see his latest exhibition reflect how popular this artist has become.

society (n): people in the same community, city, or country.
In order to understand art that was created hundreds of years ago, we have to think about the society and traditions of that period.

expect (v): to think something will happen.
I like art that surprises me. It's exciting when artists use ideas and styles that I didn't expect to see.

motivation (n): the reason someone does something.
It's extremely difficult to get accepted to this art school, but that just makes Francisco's motivation stronger. He really wants to go there!

public (n): shared by all in a place; for anyone to see or use.

They want to record the interview in a place that is quiet and private. They don't want to film in a public place, like a park, that could be noisy.

remove (v): to take something away.

Oscar's clothes get very messy when he's painting, but he uses a special soap that can remove the paint stains.

temporary (adj): happening or lasting for a short time.

Alicia doesn't like her apartment, but she's only living there for a month. It's a temporary place to stay until she moves into her permanent home.

Lesson 6:

ability (n): skill.

Computers have the ability to solve math problems much faster than people can.

advance (v): to move forward.

Smartphone technology advances every year. New smartphones have more features.

attach (v): to join one thing to another.

You can attach a file or photo when you send an email.

contest (n): an event in which people or teams try to be the best at doing something.

The Robo Cup is a contest where teams of robots play soccer against each other.

field (n): an area of activity, interest, or study.

Many college graduates enter the field of technology or engineering.

imagine (v): to form an idea in one's mind.

Close your eyes and imagine you are in your favorite place. What do you see?

industrial (adj): related to industry.

Many robots are used for industrial purposes, such as building cars and making clothes.

original (adj): first.

This edited photo looks nothing like the original photo.

produce (v): to make something.

Smartphone companies produce over one billion smartphones each year.

realistic (adj): showing things as they are in real life.

If a painting of a person is realistic, it looks very much like that person.

Part 2: Grammar

Lesson 4: connection words for reasons and results.

- 1- A **reason** gives us an explanation for an action or event. It tells us why the action or event exists, happened, or was done.

(**adverb clause of reason**)

Ex: Manama is interesting to visit **because** there are a lot of traditional places.

Reason

Ex: **Because** there are a lot of traditional places, Manama is interesting to visit.

Reason

- 2- A **result** is something that was caused by a previous action or event.

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

result

Lesson 8: past simple and present perfect

- 1- We use **simple past** to describe an event or time period that is completed.
2- We use **present perfect** to describe something that started in the past and continues today.

Infinitive	Past simple	Present perfect
grow	grew	Has\ have grown
increase	increased	Has\ have increased
rise	rose	Has\ have risen
decrease	decreased	Has\ have decreased
shrink	shrank	Has\ have shrunk
Fall	Fell	Has\ have fallen

Part 3: Describing a chart

Lessons 7-9: LAYOUT

Introduction	3 Ts: The ----- (type) presents ----- (topic). ----- ----- (total information)
overview	Highest and lowest numbers: The chart shows that the highest number\percentage is ----- in\for ----- -----, while the lowest is ----- in\for -----
details	Describing and comparing data

Introduction:

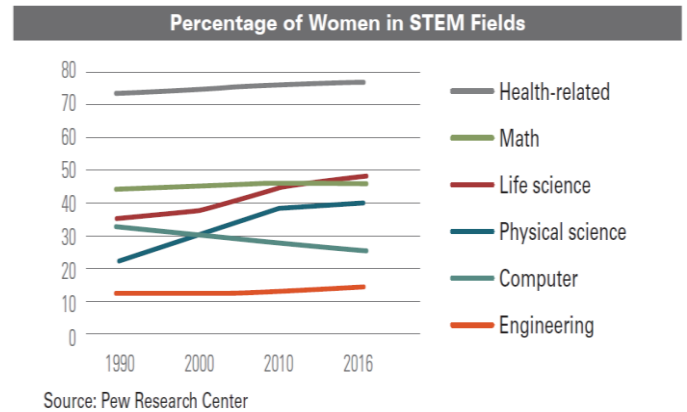
The **line** chart describes the *percentage of women working in Science, technology, engineering and Math fields* **between the years 1990 and 2016**. The data is based on a study by Pew Research Center.

Overview:

Overall, the chart shows that the *highest* percentage is almost 79% in the health-related fields in 2016, while the *lowest* percentage is 11% for women working in the engineering field in 1990.

Body:

According to the graph, the percentage of women who worked in health-related jobs has increased slightly from 71% in 1990 to 79% in 2016. Another minor rise appears in Engineering from 11% to 13% and in Math from 45% to 46%. In contrast, the chart shows a rapid growth in the percentage of women working in life science field (from 36% in 1990 to 49% in 2016) and in physical science fields (from 21% in 1990 to 40% in 2016). On the other hand, the chart presents a significant drop in Computer field from 31% in 1990 to 24% in 2016.



Introduction:

The **line** chart describes the *number of tourist who visited Bahrain* **between the years 2011 and 2019**. The data is based on a study by World Bank.

Overview:

Overall, the chart shows that the *highest* number is 12.045 million in 2018, while the *lowest* number is 6.732 million in 2011.

Body:

According to the graph, the number of tourist who visited Bahrain between 2011 and 2014 has increased gradually from 6.732 in 2011 to 10.452 in 2014. A minor fall appeared in 2015 at 9.67 but it grew rapidly to 12.045 in 2018. In 2019, the chart shows a sharp decrease to 11.061 only.

