

تم تحميل هذا الملف من موقع المناهج البحرينية



فقرات اللغة الإنجليزية

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

تاريخ إضافة الملف على موقع المناهج: 00:56:06 2025-01-08

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقاير ا مذكرات وبنوك ا 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

مراجعة النهائي	1
مراجعة شاملة Eng101	2
الفقرة الرابعة	3
الفقرة الثالثة	4
الفقرة الثانية	5

Final revision Eng 101

Isa Town Secondary School for boys

English Department

Dear students,

This final revision may be useful for you.

1 -Writings

2- Grammar

1- Writings

Unit 1

Writing 1

For-against essay

Internet and social relationships

- In the last two decades, the impact of internet on our communities and social relationships has become a popular issue all over the world. However, a lot of people differ about it. Some think internet improved communication among people while some others think it disconnected people from their communities. The aim of this essay is to shed lights on these two views.

2- On the one hand, people who support its positive role think it can be useful in different ways. First of all, it created more opportunities for people to contact each other using apps like WhatsApp, Facebook, and Snapchat. Moreover, it enabled them to solve their local problems by meeting online. Furthermore, through it, people can help and support each other socially and financially.

3- On the other hand, those who are against the idea think that it has lots of disadvantages. First, using internet has led people to spend more time indoors which made them more isolated from each other. In addition, people may call one another online but this type of communication is a mechanical one. They no longer visit each other or speak face to face.

4- As we have seen above, nothing is perfect. Everything can be positive or negative, bright or dark. Personally, I believe that the advantages greatly outnumber disadvantages when it comes to the impact of internet on our communities provided that it is dealt with carefully and properly

Unit 1

Writing 1

For-against essay Internet and education

In the last two decades, the impact of internet on education has become a popular issue all over the world. However, a lot of people differ about it. Some think internet can improve education while some others think it can have a negative impact on students. The aim of this essay is to shed lights on these two views.

On the one hand, people who support its positive role think it can be useful in different ways. First of all, it creates more opportunities for students to get more sources of better education. Moreover, through it, students can create groups to learn and do more activities.

. Furthermore, it enabled more students who can't attend schools to have online classes

On the other hand, those who are against the idea think that it has lots of disadvantages. First, some students may use internet for cyber bullying. In addition, using internet in classrooms may distract students' attention; for example, they may use it to play games instead of studying with their teacher. Finally, if they depend on it so much, they become lazy learners.

As we have seen above, nothing is perfect. Everything can be positive or negative, bright or dark. Personally, I believe that the advantages greatly outnumber disadvantages when it comes to the impact of internet on education provided that it is dealt with carefully and properly

Unit 2 writing 2

A story about a cultural misunderstanding

Write a story about a cultural misunderstanding that happened to you and what you did in this situation.

Last summer, I went to visit India to spend my summer holiday there. I stayed in a hotel in New Delhi where I had a funny cultural misunderstanding that was a memorial experience curved in my mind.

On the second day of my arrival, I wanted to go to see the Red Fort, the famous and beautiful fort that all tourists like to see whenever they visit India. So, I asked the receptionist "Can I walk to the Red Fort from here?" He shook his head from side to side. I thought he meant "no". So, I left him and went outside the hotel to take a taxi to the Red Fort. When I got into the taxi, it took only one minute to reach the fort. The Red Fort was only about 200 meters from the hotel. It was just behind the hotel.

I didn't understand why the receptionist said "no" although the fort was so close to the hotel. Later, I learned that in India, people often shake their heads from side to side for "yes". He was right but I misunderstood him. It was a kind of cultural differences which made me passionate to read about different cultures and excuse other people with different cultures.

Film review

Writing 3

1 – General information (name, type, written by, directed by, year of the production...etc.

Who hasn't heard about "Titanic"? A great and famous film written and directed by James Cameron in 1997. May be the most famous romantic film in the history of the American cinema that was extremely successful. It was the first film in the history whose profits exceeded one billion dollars.

2- The story of the film

The actions of the film happened 100 years ago in the Atlantic Ocean. "Titanic" is the name of the ship where "Jack", a poor young man met "Rose", a very rich and beautiful young lady. They fell in love with each other. In the end, the ship sank and Jack drowned but Rose survived. She stayed unmarried for a long time.

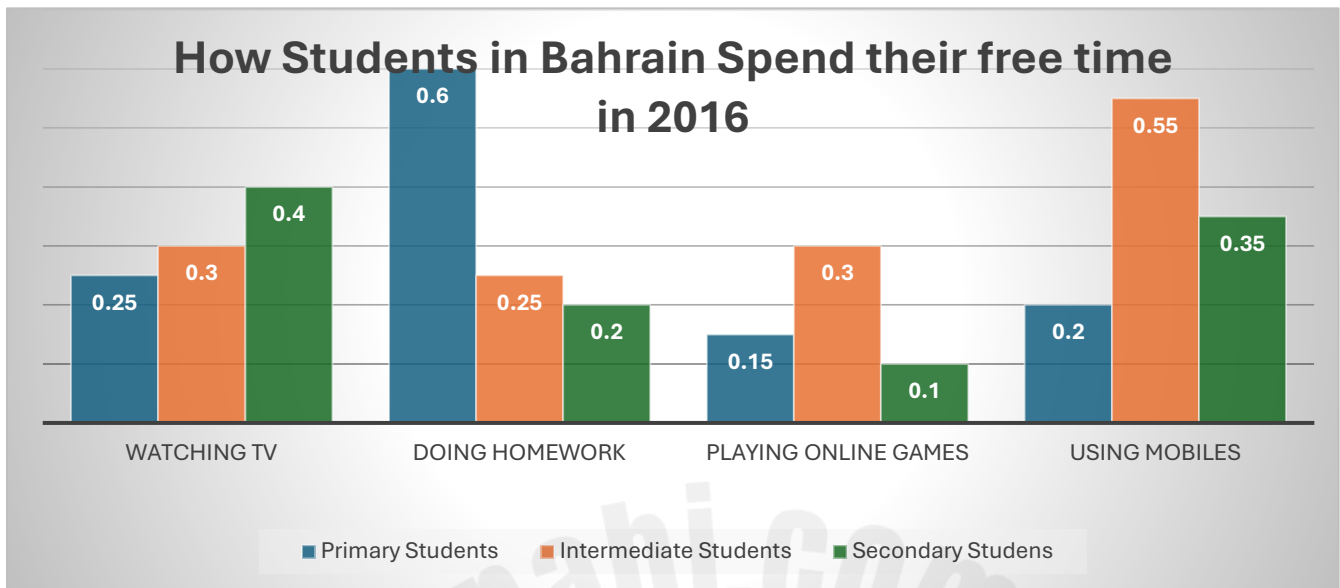
3-Criticism of the film (script, characters, performance, music, scenes... etc.

In fact, everything in the film was wonderful. The script was amazing and full of memorial dialogues. The actors were excellent, and the director was really professional. Its music was so impressive that it gave a true picture of the catastrophic end. Jack and Rose had great performance especially in the final scene. The scene of shipwreck cannot be forgotten.

4- conclusion +your recommendation

"Titanic" is a great romantic and action film with great performances. Don't miss watching it. If you have watched it before, I recommend it for you to watch again. You will surely enjoy it.

Look at this Bar Chart. Then answer the following questions . (Unit 4) Bar chart



1- Introduction :What the chart shows ,when and where it describes.

The bar chart gives information about how students in Bahrain spend their free time in **2016** in four different activities: watching TV, doing homework, playing online games and **using mobiles**. It also shows how the percentage of each activity is different at primary, intermediate and secondary schools.

2 – Detailed description (describing data, comparison, similarities ,and contrasts ... etc)

According to the chart, it can be seen that primary students spend most of their free time in doing homework .On the other hand, they spend the least time in playing online games. About **55 %** of intermediate students mostly prefer to use their mobile phones. Intermediate Students show nearly equal interest in watching Tv and playing online games (**30 %** each). **40 %** of secondary students like watching TV in their free time, but they show the least interest in playing online games. (only**10%**)

3- Summing up and highlighting the most important things

Overall, students in the three levels of education like to spend their free time **differently**. The majority of primary students like doing homework but they like playing online games the least. **Many** of intermediate students like using mobiles. For the secondary students, watching T.V is their major interest but playing online games is the least activity they do.

Unit 5 (Writing a brochure)

Write a brochure giving information about a specific tour in your country and why it will be interesting.

A wonderful shopping tour in Bahrain.

Why should you go shopping at Bab Al- Bahrain?

Bab Al-Bahrain is considered one of the most famous shopping centres in Bahrain. It dates back to 1949 and it still keeps its high popularity. It is famous for the wide range of shops and markets where you can get any product you need whether of high-quality or an affordable one; for example, you can buy clothes, shoes, jewellery as well as electronics and mobiles. Moreover, you can buy traditional Bahraini souvenirs, and antiques especially pottery products made in Aali.

How long will the tour take?

Bab Al-Bahrain is a large area located between the entrance of Manama and extends south for nearly one square kilometre till the public bus station. If you want to have a detailed shopping tour, you need a whole day

Who is this tour for?

This tour is useful for everybody whether locals or tourists, young people or families. All types of tourists will get extreme benefits from it. Both who are interested in shopping and those who just want to hang out or sightsee will feel excited.

Hurry up and visit Bab Al-Bahrain.... Don't mis the chance.

Please contact us on 33455766 before booking.

2-Grammar

(Unit One)

Gerund

A **gerund** is a **verb + -ing**. It can be used as a **noun**. e.g., singing, running, smiling.

Swimming strengthens your muscles. My favourite hobby is **singing**.

- **Verbs followed by gerunds include:** enjoy, propose, suggest, mind, avoid, can't help, dislike, feel like, finish, give up, miss

I enjoy **going** out with my friends. I propose **building** a new bridge.

- a **gerund** follows any **preposition** (e.g. in, on, at, under, for, of, about)

I plan on **travelling** to Cairo. I apologise for **coming** late.

I look forward to **seeing** you. ('to' is a preposition here)

I object to **working** long hours. ('to' is a preposition here)

I admit to **annoying** her. ('to' is a preposition here)

Infinitives

- An **infinitive** is **to + the base form of the verb** e.g., to sing, to run, to smile.

- **Verbs followed by infinitives include:**

expect, hope, need, plan, want, would like, choose, can/can't afford, agree, ask, decide, prepare, promise, refuse

I plan **to travel** to Cairo.

I hope **to become** an architect.

I need **to go** to the gym.

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

• (love / like / hate) are followed by (v+ ing) or (to inf)

I like to play football. I like playing football.

Multiple-word verbs (verb + preposition or particle)

Separable Verbs: drop off - move in - sign up - pick up – give up - help out - throw away - put together - bring together

1. You can **pick up** your laundry tomorrow.
2. You can **pick** your laundry **up** tomorrow.
3. You can **pick it up** after 3:00 p.m.
4. How do people **throw** things **away**?
5. How do people **throw away** things?
6. How do people **throw** them **away**?

Inseparable Verbs: ask around - get around - meet up with - run into - get together - eat out - get along with - look forward to - work out - connect with

1. How do people **get around** in your ideal community?
2. It's a good idea to **ask around** for restaurant recommendations.
3. Sorry I'm late. I **ran into** Fatima in the street, and we were talking.
4. I **met up with** some old high school friends last night.
5. I rarely **eat out**—it's too expensive.
6. I usually **get along with** my neighbors.

<u>Separable Verbs</u>		<u>Inseparable Verbs</u>	
drop off	ينزل شخصا من السيارة	ask around	يحصل على معلومات بالسؤال
move in	ينقل / ينتقل إلى بيت جدي	get around	يتجول
sign up	يسجل (لدراسة)	meet up with	يقابل (شخصا بترتيب مسبق)
pick up	يأخذ ... من مكان بالسيارة	run into	يقابل صدفة
give up	يقلع عن	get together	يتجمع
help out	يساعد في موقف صعب	eat out	يأكل في المطاعم

4. 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.

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

• we often use the past continuous with **when** or **while** to indicate an event (past continuous) that was interrupted by another event (simple past).

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

7. I **was sleeping** when the accident **happened**.

Grammar (Unit Three)

Gradable and non-gradable adjectives

• **Gradable adjectives** can be made **weaker** or **stronger** with **modifiers** (adverbs or comparative forms)

WEAK

a little/a bit

pretty

really/very

STRONG

extremely

I'm a little/a bit / pretty / very/really / extremely tired.

It is a little hot today.

It is extremely hot today.

• **Non-gradable adjectives** are considered **absolute** or **not subject to degrees of comparison**. We can only use these modifiers **absolutely, totally, completely** to make them stronger. E.g. **unique, perfect, and impossible**.

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

• **Strong adjectives** are also **non-gradable**.

We can't say **very boiling** because **boiling** already gives the idea of very (hot).

• We can use the modifiers **absolutely or really** with **strong adjectives**.

Gradable adjectives	Non-gradable adjectives	Non-gradable adjectives
----------------------------	--------------------------------	--------------------------------

expensive frightening interesting angry hot long old	necessary free destroyed acceptable perfect amazing unique impossible freezing finished	enormous fascinated terrible terrifying excellent amazing tiny exhausted boiling ancient
--	--	---

Adjective clauses

- **Adjective clauses** begin with a **relative pronoun** (**who** or **that** for **people** and **that** or **which** for **things**).

Subject Adjective Clause (**who / that / which** + **verb**) *The actor **who does** the best job is Robert Downey Jr. People **who ride** rollercoasters like feeling fear.*

*The woman **who saw** the movie didn't recommend it.*

*The chemical **that triggers** feelings of happiness is called dopamine.*

Object Adjective Clause (**who / that / which** + **noun or pronoun**) •

The relative pronoun can be omitted in object adjective clauses.

*The movie **(that) I saw** last week was Frozen II.*

*The book **(that) I read** on the weekend was a thriller.*

Grammar (Unit Four)

Because and so

- We use **because** to introduce a **reason**.
- 1. *The painting was destroyed **because** it rained .*
- 2. *She didn't finish her artwork **because** she didn't have time .*
- When **because** starts a sentence, there is a comma after clause of reason.
- 3. ***Because** there is a lot of colorful street art to see, Vila Madalena is interesting to visit.*
- We use **so** to introduce a **result**. A **comma** is used before '**so**'.
- 4. *Street art is illegal in some places, **so** street artists sometimes work at night.*

5. *I'd like to make a sculpture, so I'm watching tutorials online.*
6. *He wanted to concentrate on his art, so he turned off his phone.*

Simple Past

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

*Jobs in computer science **increased** by 100% last year.*

- We often use these time words and phrases with the **simple past**:

Last (week, month, year), (Two years, three months) **ago**, **In** (1990) **in the past**, between (1990...) and (1995), **When**...

Present Perfect : From: have or has (not) + the past participle of a verb

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

*Sales **have remained** the same **for the past five years**. They **have not risen**.*

*The rate **has risen** and **fallen** several times **since** 2016.*

*I **haven't met** Ahmed **since** I went to London.*

- We often use these time words and phrases with the present perfect: **for several years, since (2000....), over the years, lately, recently, already, yet, ever, never, in the last few years**

Grammar (Unit Five)

Simple future (will or going to)

'will' is used to talk about **formal planned future actions** (holiday brochures)

'am/is/are going to' is used to talk about **personal planned future actions** (holidays)

1. *The hike **will begin** at 8 o'clock tomorrow morning .*
2. ***You'll walk** over 15 miles every day .*
3. *Where **will** you **go**? / **Will** we **see** the hot springs?*
4. *I **am (I'm) going to visit** my friend in Dubai.*
5. *My grandparents **are going to** come to Spain with us.*

6. What **are you going to do** on your holiday? / **Are you going to go** on holiday this year?

Focusing Words

• We can use **focusing adverbs** like **just** and **only** to show that something is **limited**.

1. Should we learn about explorers or **only** about the discoveries they made?

2. Traveling isn't **only** fun. It's also a way to strengthen your body and your mind.

3. A trip may last **just** a few days or weeks.

4. We **just** visited the museum this morning .

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

5. Malaika was the youngest Indian person to travel to **both the North Pole and the South Pole**.

6. Their goal is to create trips where **both local people and travelers** benefit .