

مراجعة الوحدة التاسعة



تم تحميل هذا الملف من موقع المناهج البحرينية

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

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

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Unit NINE - REVISION

| Word | Definition | Meaning |
|-------------------------|---|----------------|
| Lesson 1 | | |
| advanced (adj) | very modern; recently developed or improved. | متقدم |
| paradox (n) | a situation that is hard to understand because it has two opposite qualities. | تناقض |
| privacy (n) | freedom to keep personal information secret. | خصوصية |
| surrounded (adj) | having something all around it. | محاط بـ |
| urban (adj) | relating to towns or cities. | حضري |
| community (n) | a place where people live, a group of people with similar interests. | مجتمع |
| powerful (adj) | very strong and effective; able to do a lot | قوي |
| rural (adj) | relating to the countryside | ريفي |
| trend (n) | a situation that is continuing to change or develop | اتجاه |
| virtual (adj) | done or seen on the Internet or a computer | افتراضي |
| Lesson 2 | | |
| adapt (v) | to make or accept changes | يتكيف |
| convenience (n) | a thing that makes life easier | راحة |
| harvest (v) | to collect food or crops | حصاد |
| livelihood (n) | how you make money | معيشة |
| means (n) | methods; ways | وسيلة |
| rely on (v phr) | to depend on | يعتمد على |
| survival (n) | staying alive | البقاء |
| transformation (n) | a big change | تحويل |
| typical (adj) | Usual | نموذجي |
| utilize (v) | to make practical use of | يستخدم |
| Lesson 3 | | |
| aspects (n) | parts of a situation, topic, etc. | جوانب |
| attachment (n) | feeling connected to something or someone | ارتباط |
| historical (adj) | connected with the past | تاريخي |
| proud (adj) | feeling good because you did something well | فخور |
| suburb (n) | area around a big city where lots of people live | ضاحية |
| associated with (v phr) | related to | مرتبط بـ |
| distinctive (adj) | different and easy to recognize | مميز |
| industrial (adj) | with a lot of factories and industries | صناعي |
| quality of life (n phr) | the level of health, comfort and happiness you have | جودة الحياة |
| Lesson 6 | | |
| Accomplish (v) | to achieve something after doing it for a long time | انجاز |
| Bilingual (adj) | able to speak two languages well | ثنائي اللغة |
| Flexible (adj) | able to change easily to fit into new situations | مرن |
| Mental (adj) | related to the mind or thinking | عقلي |
| Open to (adj) | comfortable with; willing to try | منفتح |
| Beneficial (adj) | helpful, useful, or positive | مفيد |
| Boost (v) | to improve or increase something | يعزز |
| Function (v) | to work or perform in the correct way | يعمل |
| Multicultural (adj) | including people from different countries | متعدد الثقافات |
| Warn (v) | to tell somebody about a possible danger or problem | يحذر |

Lesson 4 Grammar Direct and indirect questions

Indirect questions put a question inside another question, such as *Can you explain . . . ?* or *Do you know . . . ?* This type of question is often more polite.

The original question (the question inside the other) has statement word order. We use a question word such as *where*, *what*, or *who* to introduce *wh*-questions, and *if* or *whether* to introduce *yes/no* questions.

| Direct | Indirect |
|--|--|
| Is it still possible to live from the land? | Can you tell me if it is still possible to live from the land. |
| Have you lived here all your life? | Can you tell me if you have lived here all your life. |
| How much has the animal population decreased in that time? | Do you know how much the animal population has decreased in that time. |
| How are you continuing your traditional way of life? | Can you explain how you are continuing your traditional way of life. |
| How big is the Inuit population nowadays? | Do you know how big the Inuit population is nowadays. |

Lesson 8 Grammar The present simple

The present simple is used to describe routines, habits, general truths, and regular occurrences. It helps us communicate information that is true in general or that happens repeatedly.

When the subject is singular, the verb should also be singular, and when the subject is plural, the verb should be in its plural form. For example,

She write a blog every day.

is **incorrect**, as *write* should be changed to writes to agree with the singular subject *She*.

To avoid this common mistake, you should pay close attention to the number of the subject and ensure that the verb agrees with it appropriately.

| Subject | rule |
|------------------------|------------|
| He She It | Verb+ s/es |
| They We You I | Verb |

Lesson 7 writing Article Layout

| | |
|-------------------------|--|
| Title: | |
| Introduction | - Background information - Thesis statement |
| Body paragraph 1 | - Topic sentence - Supporting ideas |
| Body paragraph 2 | - Topic sentence - Supporting ideas |
| Body paragraph 3 | - Topic sentence - Supporting ideas |
| Conclusion | - Summary sentence: - Final thought: |

Lesson 9 writing Sample

Title: The Dark Shadow of Cyberbullying

Cyberbullying is when someone uses technology like the internet or social media to hurt, threaten or tease others. It can involve sending mean messages, spreading rumors, or sharing embarrassing photos or videos. Cyberbullying has a negative impact on young people.

To start with, recent studies have shown that cyberbullying has mental effects on individuals. People who are exposed to cyberbullying are more likely to feel worried and unhappy. They also suffer from low self-esteem, anxiety, and depression.

Added to that, it impacts the social lives of young people. According to a recent documentary about this topic, victims of cyberbullying avoid social interactions, both online and in reality. An expert said that this could be out of fear or shame and leads to loneliness.

Additionally, Cyberbullying affects students' academic performance. Recent articles make an important point about this point. They suggest that students who are exposed to cyberbullying often have lower grades and find it hard to be successful in the future.

To sum up, cyberbullying affects young people's mental health, as well as their social life and future success. Parents and other adults should teach their kids how to avoid cyberbullying and to support the victims.

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