

مراجعة الاختبار الشامل 102 Eng



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف الأول الثانوي ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة مناهج مملكة
البحرين 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

ملخص شامل لمسرد مفردات Glossary 102 Eng

1

ملخص شامل لنماذج كتابة 102 Eng

2

ملخص شامل لكتيب مراجعة booklet Revision 102 Eng

3

ملخص للمفردات والقواعد والكتابة

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ملخص للمفردات والقواعد

5



Eng 102

Final Exam Revision 1

Writing / Grammar/ Vocabulary
+ Previous Final Exam Questions

Ms. Zahra Naseh

May - 2026



FINAL EXAM COVERAGE

ENG 102 – GRADE 10

WHAT YOU NEED TO STUDY

6 UNIT 6: The Mystery of Dreams

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Unreal Present and Future Conditional
- Lesson 8: Grammar 128–129:
Modals of Possibility

8 UNIT 8: Low-Tech Learning

GRAMMAR

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Infinitives of Purpose
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Adverb Clauses of Contrast

WRITING

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-ing Forms
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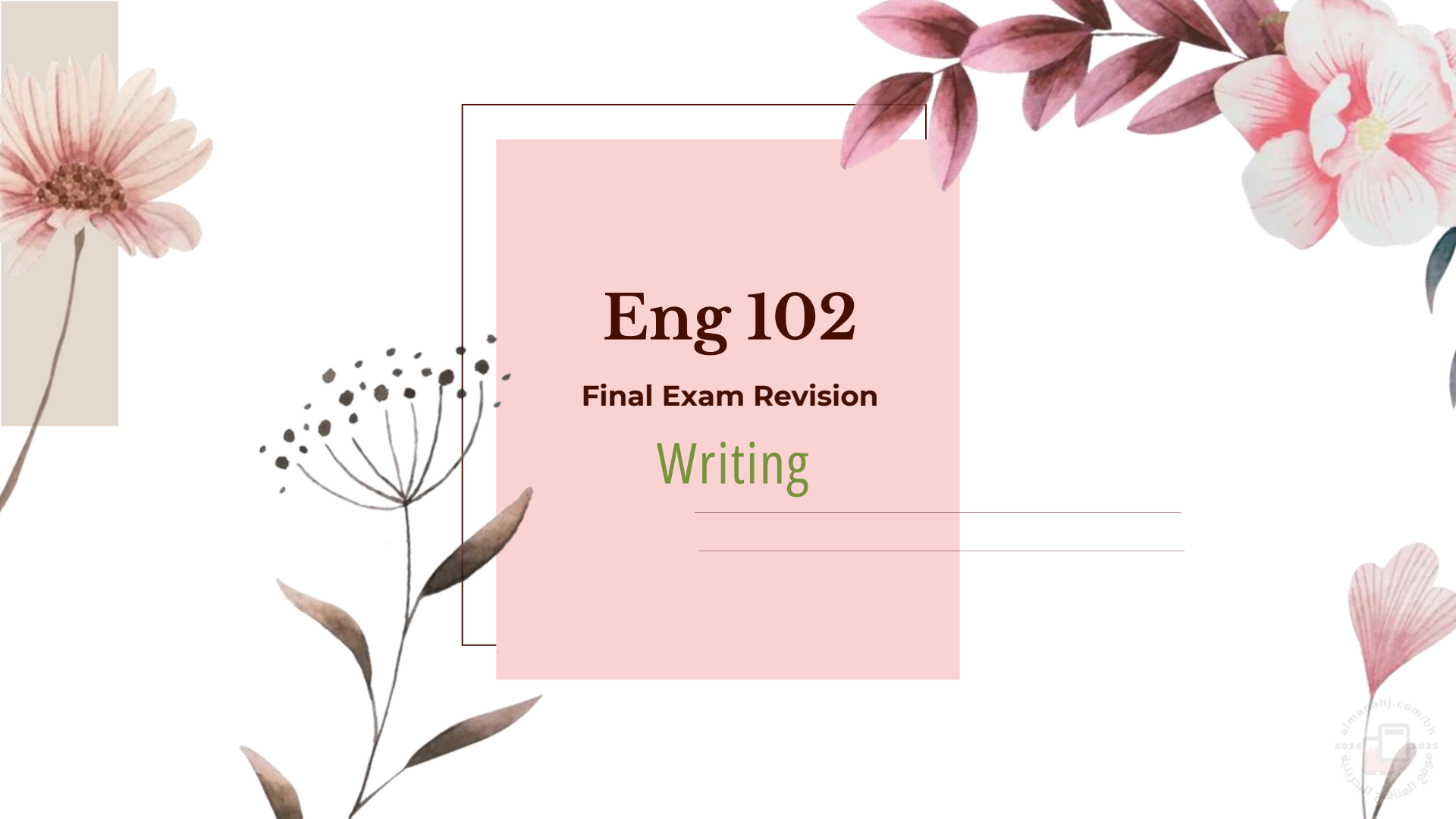
WRITING

- Lesson 7–9: Writing 214–215, 218–219:
Write a Blog Post

**IMPORTANT
REMINDER!**

- ✓ Focus on grammar rules and correct usage.
- ✓ Practice the writing formats: Report, Article, Blog.
- ✓ Revise examples and exercises from your book.
- ✓ Be ready to apply your skills in the exam!

**Good Luck!
You've Got This!**



Eng 102

Final Exam Revision

Writing

Required Topics For Writing –Eng 102

Unit 8

A Report

Unit 9

A Newspaper
Article

Unit 10

A Personal
Blog Post
About
Cultural
Symbols

Unit 8

A Report



Unit 8: A report about using technology after school

To: The school principal

From: Noor Salah

Date: 18 March 2024

Subject: The Pros and Cons of Playing Video Games

Introduction:

Video gaming is a popular pastime among our students, with many engaging in this form of entertainment on a daily basis. The aim of this report is to examine the positive and negative aspects of playing video games. The information included herein was collected from different sources, including students and the internet.

Pros:

Video games have many benefits. Above all, they can enhance students' skills, including critical thinking and creativity. Gaming can also relieve stress. Some students said that it offers them an escape from daily pressures. Moreover, many video games encourage multiplayer modes. These encourage social interaction and teamwork.

Cons:

Excessive gaming can lead to many problems. To start with, it can cause health issues like eye strain and sleep disorders. Besides, some students reported that they are addicted to some games. According to research, addiction leads to social isolation as they spend less time with friends and family. Worst of all, some students believe that playing video games has affected their grades. A few stated that although their grades are good, they no longer enjoy going to school.

Conclusion:

In summary, playing video games among our students is a complex topic. Despite the numerous benefits, some students seem to be badly affected. The information gathered for this report reveals that they need urgent help. I believe that our school has to take immediate action to support them.

Unit 8: A Report

Unit

8

Writing : A report about using
technology after school

Report Outline

Write a report about how students use technology (phones and laptops) after school.

To:
From:
Date:
Subject:

Introduction:

Pros:

Cons:

Conclusion:

Unit 9

A Newspaper Article



Unit 9: A Newspaper Article



ONLINE COMMUNITIES: NOT FOR YOUNG PEOPLE

Young people often want to join virtual communities because their friends are members. However, there is increasing evidence that online communities can affect children and teenagers negatively.

Recent studies have shown that using social media a lot can cause emotional problems. People that spend a lot of time in online communities are more likely to feel worried and unhappy. Part of the problem is a feeling called FOMO, or “fear of missing out.” Many people post stories about exciting things in their lives. When someone else reads these posts, they may feel their own life is not exciting enough. This is especially true for young people.

It is well-known that young people spend a lot of time looking at social media on their phones and tablets. According to a recent documentary

about this topic, looking at screens too much can make it harder for people to sleep. The documentary explained that young people, in particular, need plenty of sleep. One expert in the film said that not sleeping enough can cause serious health problems, including stress.

Additionally, spending too much time online can have a negative impact on young people’s education. Recent articles make an important point about online communities: they suggest that children who don’t study enough often find it hard to be successful in the future.

Virtual communities are good in some ways, but they can affect young people’s mental and physical health, as well as their future success. Parents and other adults should limit how much time children and teenagers spend in these communities.

Unit 9: A Newspaper Article

Unit

9

Writing : A Newspaper Article

Newspaper Article Outline

Introduction (Background information + Thesis statement)

-----is one of the most important topics nowadays, it affects millions of people negatively all over the world. However, How does ----- affects people? In this article, I will view the main negative impacts of it and I will suggest some solutions to reduce it.

Negative impact (1)+supporting details

Firstly,-----

Negative impact (2)+supporting details

Secondly,-----

Negative impact (3)+supporting details

Thirdly,-----

Conclusion (Suggest solutions to solve this issue or reduce it)

To sum up, it's clear that this issue has so many negative effects over people's lives so the communities and governments should work together to reduce it. Schools also should aware the students of it's dangerous health, mental and social consequences

A Newspaper Article

Previous Final Exam Questions

B) Water is very important in our daily lives and it should be saved. Reflecting on this topic, write a newspaper article highlighting the importance of water in our daily lives, the impact(s) of lack of water on one's daily life and suggestions to save water for future.

(150 - 200 words)

SECOND
SEMESTER FINAL
EXAM 2023/2024

A Newspaper Article

Previous Final Exam Questions

B) A friend of yours was a victim of bullying at school. **Reflecting on what happened to your friend write a newspaper article highlighting the problem of bullying at schools, its impact(s) on the person and present your thoughts and suggestions on this serious matter.**

(150 - 200 words)

SECOND
SEMESTER FINAL
EXAM 2023/2024
3RD RESIT

A Newspaper Article

Previous Final Exam Questions

B) Many teenagers do not get enough sleep at night for various reasons. **Reflecting on this topic, write a newspaper article highlighting the problem of lack of sleep in teenagers, its impact(s) on the person and present your thoughts and suggestions on this serious matter.**

(150 - 200 words)

SECOND
SEMESTER FINAL
EXAM 2023/2024
BLIND



Unit 10

A Personal Blog Post About Cultural Symbols

Unit 10: a a personal blog post about cultural symbols

Unit

10

Writing : A personal blog post about cultural symbols

Personal Blog Post Outline

Title	EXPLORING the (Country)'s MAGIC
Introduction - Setting the context (The (country)'s most beautiful features) - Identification of two unique symbols	When you think of (country), you think of all the beautiful things that make it special. These include art, stories, and delicious food, but what really stands out to me are the (Symbol 1) and (Symbol 1). Let's take a closer look at why these two things are so important in showing what The country is all about.
Body Paragraph 1 - The first symbol that reflects (country)'s spirit and history. - Describe (Symbol 1). - Why this symbol is important.	Let's talk about Bahrain's (Symbol 1) first. Bahrain's (Symbol 1) are the national icon that represent the past and present of (country). They were and remain to this day internationally famous for their brilliance, purity, and beauty. The best way to explore this history is through _____. (country)'s (Symbol 1) are like a symbol of (country)'s strong spirit and history.
Body Paragraph 2 - The second symbol that represents (country). - Describe (symbol 2). - Why this symbol is important.	Then, (country)'s (most common food) is actually known as the national dish that represents Bahrain. A famous dish that is cooked with _____. The uniqueness of this dish comes from the use of (ingredients of the common food) . (Way of cooking) _____ giving a unique flavor too.
Conclusion - Your final comment. - Emphasize the role of these two symbols in preserving (country)'s cultural identity.	For me, (country)'s (symbol 1) and (symbol 2) are strongly linked to Bahrain's past and traditions. Their ability to preserve (country)'s identity is truly remarkable. They are old cultural treasures that you can touch and see.

Unit 10: a a personal blog post about cultural symbols

EXPLORING SCOTLAND'S MAGIC

When you think of Scotland, you think of all the beautiful things that make it special. These include art, stories, and delicious food, but what really stands out to me are the kilts and bagpipes. Let's take a closer look at why these two things are so important in showing what Scotland is all about.

Let's talk about kilts first. They're cool skirts made from warm wool with colourful lines called *tartan*. Back in the old days, only men wore them, but now even women wear them. You can spot them at parties, weddings, and just on regular days. They're like a symbol of Scotland's strong spirit and history.

Then, there are bagpipes. These unique musical instruments proudly represent Scotland. They've got a bag and some pipes. Someone blows into the bag, and the air comes out of the pipes, making this incredible sound that sends shivers down your spine. They've been around for a long time. The Scottish people play them at all sorts of events, from happy weddings to sad funerals.

For me, kilts and bagpipes are inseparable symbols of Scottish heritage. Their ability to preserve Scotland's identity is truly remarkable. They are old cultural treasures that you can touch and hear.



Unit 10: A Personal Blog Post About Cultural Symbols

Discovering What Makes Bahrain Special

When you think about Bahrain, you probably think of cool things like its history and yummy treats. Two things that really show what Bahrain is all about are the big **Bahrain Fort** and the sweet **Bahraini Halwa**. Let's see why these two are so important.

First, let's talk about **Bahrain Fort**. This old fort is like a symbol of Bahrain's long history. It has been around for thousands of years! Imagine all the people who lived there a long, long time ago. Walking around the fort lets you see and feel that history. Just like special things show the country's past, the Bahrain Fort shows how strong and old Bahrain's story is. Going to the fort and the museum next to it helps you understand all about it.

Then, there's **Bahraini Halwa**. This sweet is also a special part of Bahrain's culture. It's a yummy treat that's kind of like a sweet jelly, often flavored with things like saffron and rosewater, and sometimes with nuts. People in Bahrain enjoy making and eating Halwa for celebrations and with their families. Trying Bahraini Halwa gives you a taste of the sweet traditions of Bahrain.

For me, the **Bahrain Fort** and **Bahraini Halwa** go together to show what Bahrain is all about. The fort lets you see the past, and Halwa lets you taste something special from its culture. They are both unique things that help you understand and enjoy Bahrain.

A Personal Blog Post About Cultural Symbols

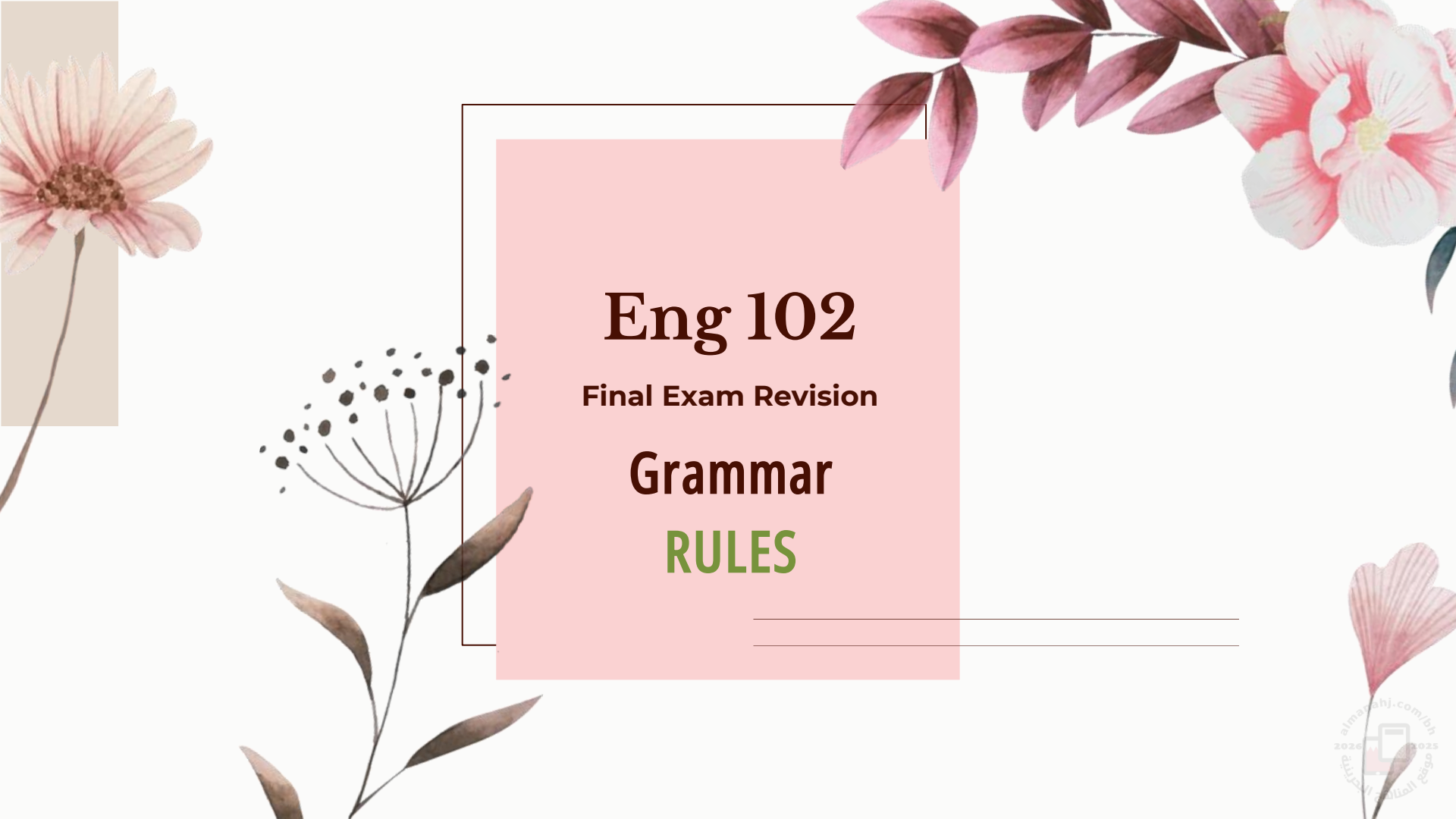
Previous Final Exam Questions

B) Imagine you are a travel blogger visiting Bahrain for the first time.

Write a personal blog post describing your experience exploring the beauty and importance of the Al-Fateh Grand Mosque in Bahrain. Share your observations about its beautiful architecture, religious importance, and the cultural experiences you had during your visit.

(150 - 200 words)

SECOND
SEMESTER FINAL
EXAM 2023/2024
RESIT



Eng 102

Final Exam Revision

Grammar RULES

Unit 6

GRAMMAR Unreal present and future conditional

We use unreal present and future conditional to talk about untrue, imagined, or impossible situations and their results in the present or future.

Use the simple past in the **if-clause** (or condition clause) and would/could/might (not) + verb in the **result clause**. Could or might show **possibility**.

- ☐ If we didn't sleep, we wouldn't dream.
- ☐ If she told the doctor about her sleep problems, he could help her.
- ☐ If everyone spoke the same language, we wouldn't need translators.

The if-clause can also come second in a sentence.

- ☐ Our personalities might change if we removed all our memories.



GRAMMAR Modals of possibility

You can use the modals; will, may, might, and could, to express possibility about the future. Use the base form of the verb after a modal.

Use will and won't to talk about things that you think are certain to happen.

- ☐ Scientists will study dreams in the future.
- ☐ They won't stop researching dreams.

Add probably to will if you are not completely certain, but it is likely.

- ☐ It will probably take a long time for scientists to record dreams.
- ☐ We probably won't be able to record our dreams in the next five years.

Use may, may not, might, might not, and could, to talk about things that are less certain to happen.

Note that we don't use could not to talk about the future.

- ☐ We may be able to record our dreams.
 - ☐ Scientists might not find a way to record dreams.
- 

Unit 7

GRAMMAR -ing forms

The present participle (-ing form of a verb) has two uses in addition to the present continuous.

Participial adjective: The -ing form can be used as an adjective. It can come before a noun or after a linking verb, such as be, seem, look, sound, or appear.

Gerund: The -ing form can be used as a noun. A gerund can be a subject, an object after a verb, or an object after a preposition.



Use of -ing form	Sentence
subject before a verb	<u>Writing</u> is my favorite hobby.
object after a verb	I love <u>reading</u> books.
object after a preposition	She is interested in <u>drawing</u> .
adjective after linking verb; Be/ seem/ look/ sound/ taste/ remain/ appeal	The movie looks <u>boring</u> . This dish seems <u>disgusting</u> . They remained <u>standing</u> all the trip.
adjective before noun	She had many creative and <u>interesting</u> ideas.
adjective after noun	He tells a story of a boy <u>living</u> alone.



GRAMMAR Forming adjectives from nouns

We can **form adjectives** from nouns by **adding suffixes** to a noun.

- ❑ We can add **suffixes** such as **-y, -al, -ial**: **luck-lucky/ profession-professional /industry-industrial**
- ❑ If the **noun** has an **'e'** in the ending, it is **removed** and **-y or -al or -ial** is **added** as a suffix to the **noun** to form **an adjective**: **nature-natural / finance- financial**
- ❑ We can also form **adjectives** by **adding -ly or -ish or -ic** as a suffix to nouns: **man-manly/ style-stylish**
- ❑ If the **noun** has a **'y'** in the ending, it is **removed**, and the suffix is **added** to form an **adjective**: **economy-economic**
- ❑ Sometimes, the **ending of the noun changes** before adding a **suffix** to form an **adjective**: **flexibility-flexible /addiction-addictive /independence-independent /electricity-electric**
- ❑ **Other suffixes** to form **adjectives** from nouns are **-ous -some, -able, -ive, -ble, -ent, -ful, -less, -ar, -ed, -ing, -en**

GRAMMAR Complete the table with the correct adjective from each noun.

Noun	Adjective	Noun	Adjective
creation	<u>creative</u>	care	<u>Careful/ careless</u>
economy	<u>economic</u>	difference	<u>different</u>
flexibility	<u>flexible</u>	finance	<u>financial</u>
origin	<u>original</u>	importance	<u>important</u>
persistence	<u>persistent</u>	interest	<u>interesting</u>
production	<u>productive</u>	shock	<u>shocking</u>
profession	<u>professional</u>	substance	<u>substantial</u>
use	<u>Useful/ useless</u>	success	<u>successful</u>

Unit 8

GRAMMAR Infinitives of purpose

An infinitive of purpose answers the question “Why?” and has the form:

to + base verb or in order to + base verb.

It explains the reason for some action. The infinitive of purpose can go at the beginning or the end of a sentence. In order to is more formal.

- ☐ To reach the next level of the game, you have to get five points.
- ☐ In order to reach the next level of the game, you have to get five points.
- ☐ You have to get five points (in order) to reach the next level of the game.
- ☐ Some people play video games (in order) to exercise their brains.

For the negative, use in order not to + verb.

- ☐ In order not to lose the game, you have to stay on your side.
- ☐ You have to stay on your side in order not to lose the game.



GRAMMAR Adverb clauses of contrast

An adverb clause of contrast introduces an idea that is different from the idea in the main clause.

Adverb clauses of contrast start with a connecting word.

While, although, or even though, are followed by a subject + verb (full sentence).

Despite is followed by a gerund, noun, or phrase.

- ☐ While some believe this is a waste of money, I think it's worth the money.
- ☐ Although I took many classes, I like biology the best.
- ☐ Despite their small size, smartphones are powerful devices that have transformed the modern world.
- ☐ I never understood that theory even though I attended the classes for years.

Note that when the adverb clause comes first in a sentence, a comma separates it from the main clause.

- ☐ Even though he has a laptop, he doesn't use it very often.
- 

Unit 9

GRAMMAR Direct and indirect questions

Indirect questions put a question inside another question, such as

Can you explain . . . ? Do you know . . . ? This type of question is often more polite.

Direct questions	Indirect questions
Where <u>does he live</u> ?	Can you tell me <u>where he lives</u> ?
<u>Is it very cold</u> there in the winter?	Do you know <u>if it is very cold</u> there in the winter?

Note:

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.

- When did they buy the house?
- ❑ Do you remember when they bought the house?
- Does their house have a garden?
- ❑ Do you know if their house has a garden?

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.

- ❑ Social media connects people from all over the world.
- ❑ Many teenagers spend several hours on social media every day.
- ❑ Cyberbullying often involves the use of hurtful messages or threats online.

Subject-verb agreement in the present simple is a crucial grammatical rule. 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.

- ❑ I write a blog every day.
- ❑ He/ She writes a blog every day.
- ❑ We/ You/ They write a blog every day.

Structure: the first form of verb with the plural subject or (I)

the first form of verb + (s)/ (es) with the singular subject

Unit 10

GRAMMAR **Modals**

Modals are placed **before** other **verbs** to add a **meaning** such as **possibility, ability, or obligation**. Some **common modals** are **can, could, may, might, should, and must**.

The **verb after the modal** is always in the **base form**.

To talk about **future possibility**, use **may, might, could**.

- I **might go** there **tomorrow**.
- We **could arrive** early if you want, but they **may not be** ready for us.

(**Note:** We **do not** use **could not** to **talk** about the **future**.)

To talk about **general possibility**, use **can**.

- The winters **can be** very cold in Russia.

To talk about **ability**, use **can and could** (past).

- I **can see** long distances fine, but I **can't read** without glasses.
- I **could solve** the problem that we faced last Friday.

To talk about **obligation**, use **must, have to, and had to** (past).

- We **have to obey** the law.
- He **had to pay** a parking fine yesterday.

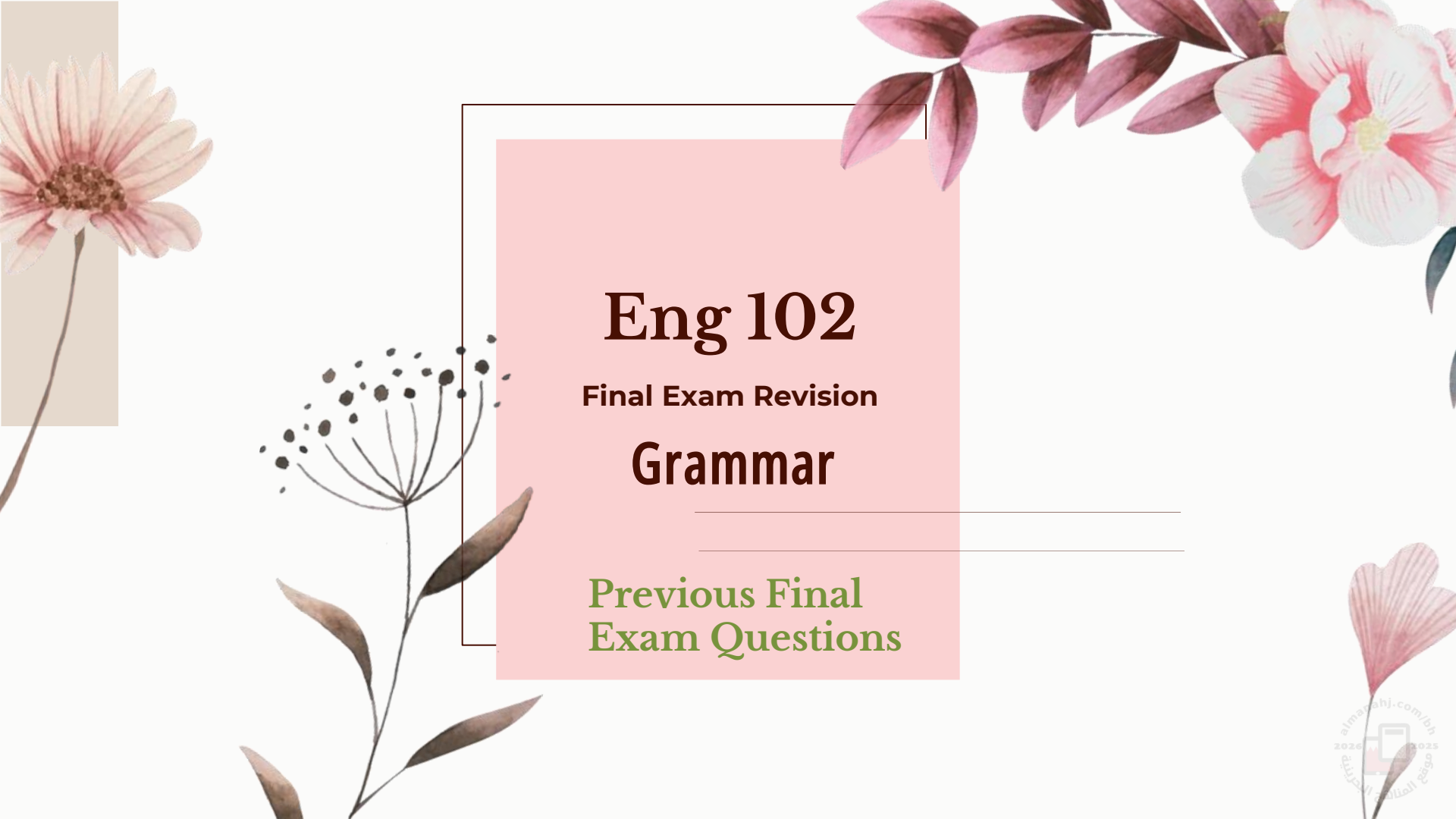
To give advice or to **recommend**, use **should**.

- You **should try** the soup—it's delicious.

Unit 10

Grammar : Passive Voice

Tense	Singular Object	Plural Object
Present	Object + is + Verb (3rd form)	Object + are + Verb (3rd form)
Example: Fatima breaks the glass. —————> The glass is broken. Fatima breaks the glasses. —————> The glasses are broken.		
Past	Object + was + Verb (3rd form)	Object + were + Verb (3rd form)
Example: Fatima broke the glass. —————> The glass was broken. Fatima broke the glasses. —————> The glasses were broken.		



Eng 102

Final Exam Revision

Grammar

Previous Final
Exam Questions

A) Grammar (2x5=10 Marks)

Choose the correct answer.

1. If John had more money, he _____ a lot of people.
a. would help b. helps c. will help d. had helped
2. Michael dislikes _____, so he usually takes a bus to work.
a. drives b. drove c. driving d. to drive
3. He couldn't get to sleep because he was too _____.
a. exciting b. excite c. excitement d. excited
4. _____ I was tired, I finished my homework.
a. But b. Though c. While d. However
5. This problem _____ by your brother yesterday.
a. was solved b. will be solved c. is solved d. solves.

ANSWERS**A) Grammar (2x5=10 Marks)****Choose the correct answer.**

1. If John had more money, he _____ a lot of people.
a. **would help** b. helps c. will help d. had helped
2. Michael dislikes _____, so he usually takes a bus to work.
a. drives b. drove c. **driving** d. to drive
3. He couldn't get to sleep because he was too _____.
a. exciting b. excite c. excitement d. **excited**
4. _____ I was tired, I finished my homework.
a. But b. **Though** c. While d. However
5. This problem _____ by your brother yesterday.
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SECOND SEMESTER FINAL RESIT EXAM 2023/2024

Choose the correct option to complete each statement.

1. If they _____ a larger budget, they could grow their business.
a) have b) are having c) had d) will have
2. The children are excited about _____ a movie tonight.
a) watching b) watch c) watches d) watched
3. My mother _____ English at a school.
a) teaching b) teach c) teaches d) will taught
4. My sister is only 6, but she _____ already play the piano.
a) can b) must c) has to d) have to
5. Houses _____ very quickly now.
a) builds b) are building c) were built d) are built

ANSWERS**A) Grammar (2x5=10 Marks)**

Choose the correct option to complete each statement.

1. If they _____ a larger budget, they could grow their business.
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5. Houses _____ very quickly now.
a) builds b) are building c) were built **d) are built**

A) Grammar (10 Marks)

Choose the correct answer.

1. My grandmother prefers ____ science fiction books.
a. reading b. reader c. read d. reads
2. My father runs every day ____ healthy.
a. keeping b. kept c. to keep d. keeps
3. ____ train tickets are getting more and more expensive, the passenger numbers continue to increase.
a. However b. Whereas c. So d. Even though
4. My friend has a brother, but he doesn't ____ a sister.
a. has b. have c. had d. has not
5. My son ____ a lot of presents at his birthday party last night by his friends.
a. has given b. is given c. were given d. was given

SECOND
SEMESTER FINAL
EXAM 2023/2024

3RD RESIT

ANSWERS

A) Grammar (2x5=10 Marks)

Choose the correct answer.

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5. My son ____ a lot of presents at his birthday party last night by his friends.
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SECOND SEMESTER FINAL EXAM 2023/2024

BLIND

ANSWERS

A) Grammar (10 Marks)

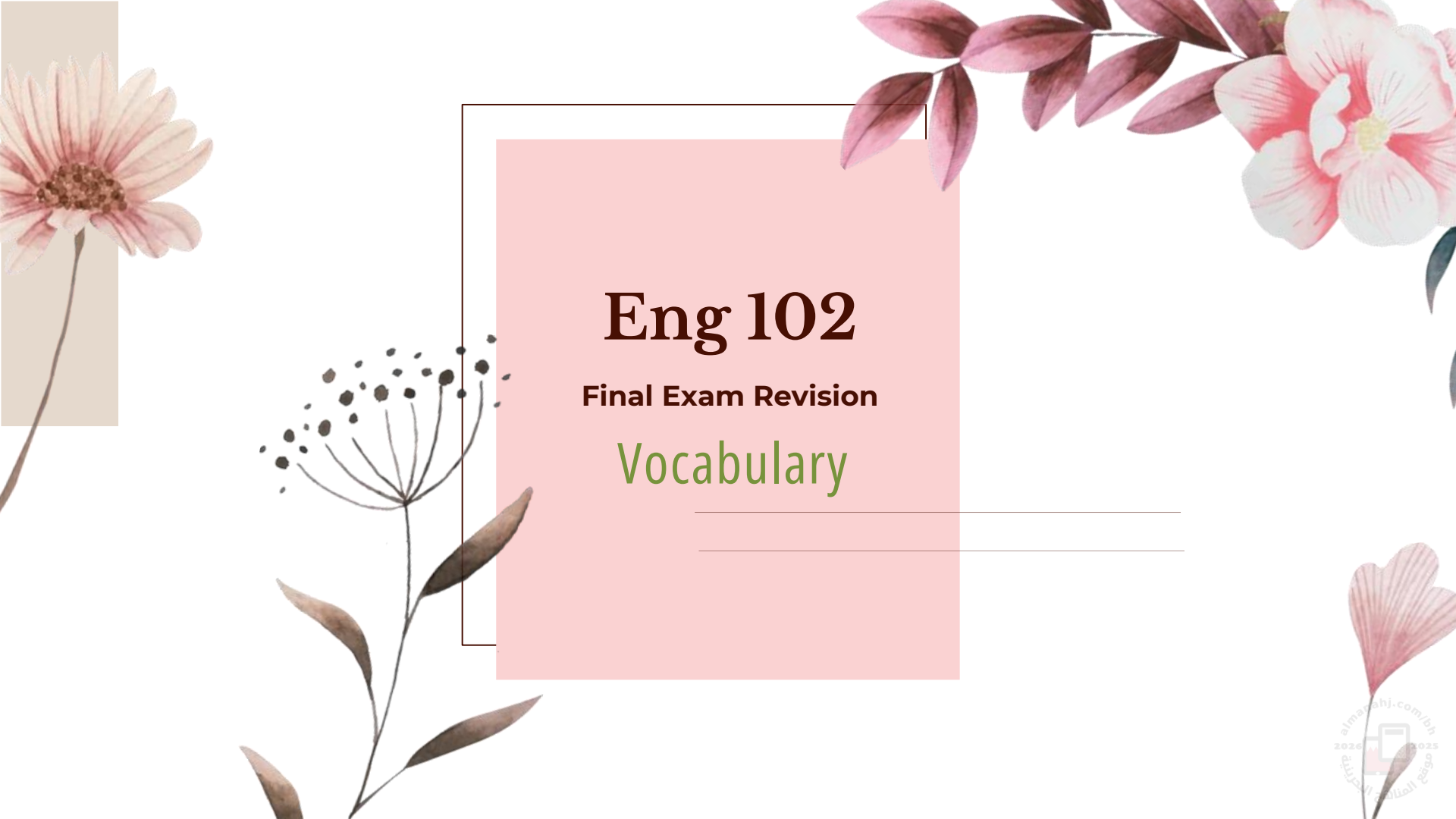
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a. exciting b. excite c. excitement **d. excited**
4. _____ I was tired, I finished my homework.
a. But **b. Though** c. While d. However
5. This problem _____ by your brother yesterday.
a. was solved b. will be solved c. is solved d. solves.



Eng 102

Final Exam Revision

Vocabulary

actual (adj): real, true, happening now: فعلي
participant (n): someone who takes part in an activity: مشارك
separate (v): to put or keep things apart: يفصل
stage (n): a step or level in a process: مرحلة
therapy (n): treatment for an illness or problem: علاج
extremely (adv): very much, to a great degree: للغاية
process (n): a series of actions to achieve something: عملية
signal (n): a sign or message: إشارة
theory (n): an idea or explanation: نظرية
upsetting (adj): making you feel sad or angry: محزن

absolutely (adv): completely, totally: تمامًا
ahead (prep): in front of, before: قبل
behavior (n): the way someone acts: سلوك
conscious (adj): awake and aware: واعٍ
painful (adj): causing pain: مؤلم
personality (n): the way a person is: شخصية
protect (v): to keep someone or something safe: يحمي
psychology (n): the study of the mind and behavior: علم النفس
relationship (n): a connection between people: علاقة
situation (n): the way things are at a particular time: وضع
painful (adj): causing pain: مؤلم
protect (v): to keep someone or something safe: يحمي
psychology (n): the study of the mind and behavior: علم النفس
relationships (n): connections between people: علاقات

awful (adj): very bad or unpleasant: فظيع
depression (n): a feeling of sadness and hopelessness: اكتئاب
experience (n): something that happens to you: تجربة
experiment (n): a scientific test: تجربة
individual (adj): relating to a single person or thing: فردي
mood (n): the way you are feeling: مزاج
pleasure (n): enjoyment or happiness: متعة
recover (v): to get better after an illness or injury: يتعافى
symptoms (n): a sign that you are ill: أعراض
technique (n): a special way of doing something: تقنية

serve a purpose: to have a useful function or role: تخدم غرضًا
live in the moment: to focus on the present time and enjoy it: عيش اللحظة
the distant past: a time long ago: الماضي البعيد

accurate (adj): correct and without any mistakes: دقيق
based on (v phr): using something as a starting point: استنادًا إلى
face (v): to deal with or accept a difficult situation: يواجه
identify (v): to recognize or find something: يحدد
record (v): to write down or store information: يسجل
alternatively (adv): instead of that: بدلاً من ذلك
benefit (v): to help or improve something: يفيد
frequently (adv): often: بشكل متكرر
image (n): a picture: صورة
unique (adj): special and different from others: فريد من نوعه

aim (v): to try to achieve something: يهدف
complain (v): to say that you are unhappy about something: يشكو
employee (n): a person who works for a company: موظف
hire (v): to give someone a job: يستأجر
think of (v phr): to consider or remember: يفكر في
analyze (v): to examine something carefully: يحلل
data (n): facts or information: بيانات
experiment (v): to try something new to see what happens: يجرب
solve (v): to find the answer to a problem: يحل
value (v): to think that something is important: يقدر

challenge (n): something difficult to do: تحدي
device (n): a piece of equipment that does a particular job: جهاز
notice (v): to see or become aware of something: يلاحظ
restrict (v): to limit something: يقيّد
substantial (adj): large in size or amount: كبير
delete (v): to remove something: يحذف
look at (v phr): to examine or observe something: ينظر إلى
period (n): a length of time: فترة
shocking (adj): surprising and upsetting: صادم
usage (n): the way something is used: استخدام

agitated (adj): nervous and unable to relax: مضطرب
detect (v): to discover or find something: يكتشف
disabled (adj): having a physical or mental condition that limits a person's activities: معاق
diet (n): the type of food that you eat regularly: نظام غذائي
monitor (v): to watch or observe something carefully: يرصد
oncoming (adj): coming towards you: مقبل
patch (n): a small piece of something: رقعة
robber (n): a person who steals: لصوص
teleportation (n): the ability to move instantly from one place to another: انتقال اللحظي
transcend (v): to go beyond the usual limits: يتجاوز

avoid (v): to stay away from something: يتجنب
be (v): to exist: يكون
bored (adj): feeling tired and uninterested: يشعر بالملل
participate (v): to take part in an activity: يشارك
relax (v): to rest and stop feeling stressed: يستريح
think (v): to use your mind to consider something: يفكر
wander (v): to walk around without a clear purpose: يتجول

checking out: leaving a hotel or other place where you are staying: تسجيل الخروج
stay in touch: to keep in contact with someone: البقاء على اتصال
out of habit: because you have done it many times before: من العادة
checking in: arriving at a hotel or other place where you are staying: تسجيل الوصول

actively (adv): in an energetic and enthusiastic way: بنشاط
effective (adj): successful in producing a desired result: فعال
otherwise (adv): in a different way or in other circumstances: خلاف ذلك
require (v): to need something: يتطلب
trouble (n): difficulty or problems: مشكلة
conscious (adj): awake and aware: واعٍ
increase (v): to become larger in size or number: يزيد
product (n): something that is made or grown: منتج
separate (adj): different or distinct: منفصل
work on (v phr): to try to improve or achieve something: يعمل على

Unit 8.1/ Page 158

access (n): a means of approaching, entering, or using: دخول / وصول
acquire (v): to gain something through effort or experience: اكتسب / حصل على
development (n): the process of growing or developing: تطوير / تنمية
former (adj): previous; earlier; belonging to an earlier time: سابق / أول
intelligence (n): the capacity for logic, understanding and problem solving: ذكاء
invent (v): to create or design something new: اخترع
obvious (adj): easily seen or understood; clear; apparent: واضح / بديهي
performance (n): the act of performing; the way someone or something functions: أداء
physical (adj): relating to the body; tangible; perceptible to the senses: جسدي / بدني
preferable (adj): better or more suitable; more desirable: مفضل / أحسن

Unit 8.2/ Page 160

addicted (adj): physically or mentally dependent on a habit, or behavior: مُدْمِن
come out (v phr): emerge or appear; become known or public: يُظْهِر / يَبْدُو
common (adj): occurring, found, or done often; shared by two or more people or things: شائع / مُشْتَرَك
confidence (n): the feeling or belief that one can have faith in or rely on someone or something: ثقة
cooperate (v): work jointly toward a common end: يتعاونون
disadvantage (n): an unfavorable circumstance, condition, or position: سلبية
ignore (v): deliberately take no notice of or refuse to acknowledge: يتجاهل
sense (n): a feeling that something is the case: حاسة / إحساس
trivial (adj): of little value or importance: تافه / ضئيل
whether (con): expressing a doubt or choice between two possibilities: إما / سواء

Unit 8.3/ Page 162

accompany (v): go somewhere with (someone) as a companion: يرافق
approximately (adv): used to indicate that something is nearly or about a particular amount: تقريباً
compete (v): strive to gain or win something by defeating or establishing superiority over others: ينافس
look into (v phr): investigate or examine: يتَحَقَّق / يَنْتَظِر
transport (v): take or carry (people or goods) from one place to another: ينقل
animation (n): the state or process of being full of life or energy; liveliness: حيوية / حيوية
audience (n): a group of people within hearing or reach of a performance or speech: جمهور
cooperative (adj): involving two or more people or groups working jointly: تعاوني
remain (v): continue to exist, after other things or people have gone: يبقى

Unit 8.6/ Page 168

argue (v): give reasons or evidence in support of an idea to share one's view: يجادل
combination (n): a mixture of different things or elements: مزيج
convenient (adj): fitting in well with a person's needs: مناسب / مريح
distracting (adj): tending to distract someone or something from focusing on: تشتت
look up (v phr): search for information in a book or on the internet: يتَحَقَّق عَنْ مَعْلُومَات
material (n): a substance or thing that is used for making or doing something: مادة
nearby (adv.): not far away; close: قريب / بالقرب من
relevant (adj): closely connected or appropriate to the matter at hand: مرتبط / ذو صلة
strategy (n): a plan designed to achieve a long-term or overall aim: حُكْمَة / إستراتيجية
tend to (v phr): be likely to do something or to happen as it expected: يميل إلى

MINI DICTIONARY UNIT 8

Unit 9.1/ Page 180

advanced (adj): modern and using the most recently developed technology or methods: متقدّم
paradox (n): a seemingly self-contradictory statement that may in fact be true: مُتَنَادِرَة / مُتَنَادِرَة
privacy (n): the state of being free from public attention or intrusion: خصوصية
surrounded (adj): be all around (someone or something): مُحِاط
urban (adj): relating to or characteristic of a town or city: حضري / مدني
community (n): people living in the same place or having a particular characteristic in common: مجتمع
powerful (adj): having great power or influence: قوي / ذو نفوذ
rural (adj): relating to or characteristic of the countryside rather than the town: ريفي / قروي
trend (n): a general direction in which something is developing or changing: اتجاه / تَمِيل
virtual (adj): not physically existing as such but made by software to appear to do so: افتراضي

Unit 9.2/ Page 182

adapt (v): become adjusted to new conditions: يتكيف
convenience (n): the state of being able to proceed with something with ease or without difficulty: سهولة / يُسَر
harvest (v): gather a crop: يَحْصِد
livelihood (n): a means of securing the necessities of life: رزق / معيشة
means (n): an action or system by which a result is achieved; a method: وسيلة / طريقة
rely on (v phr): depend on with confidence: يعتمد على / يُعْتَمَدُ عَلَى
survival (n): the state or fact of continuing to live or exist in difficult conditions: بقاء / نَجاة
transformation (n): a thorough or dramatic change: تحوّل / تَحوّل
typical (adj): having the distinctive qualities of a particular type of person or thing: نموذجي / نموذجي
utilize (v): make practical and effective use of: يستخدِم / يُوظَّف

Unit 9.5/ Page 188

aspects (n): a particular feature or facet of something: جوانب / نواحي
attachment (n): a feeling of affection, fondness, or dependence: تعلق / ارتباط
historical (adj): relating to the past or to history: تاريخي
proud (adj): feeling or showing deep pleasure or satisfaction as a result of one's own achievements: فخور
suburb (n): an area on the edge of a town or city: ضاحية
associated with (v phr): connected with; related to: مُتَّصِل بِ / مُتَّصِل بِ
distinctive (adj): characteristic of one person or thing, or easy to recognize: مُتَّعِز / مُتَّعِز
industrial (adj): relating to or characterized by industry: صناعي
quality of life (n phr): the standard of health, comfort, and happiness: جودة الحياة
surroundings (n): the things and conditions all around someone or something: محيط / بيئة

Unit 9.6/ Page 190

accomplish (v): achieve or complete successfully: يُحَقِّق / يُجِز
bilingual (adj): able to speak two languages fluently: ثنائي اللغة
flexible (adj): capable of bending easily without breaking: قابل للثني / قابل للثني
mental (adj): relating to the mind: ذهني / ذهني
open (adj): not closed or fastened; accessible: مفتوح / متاح
beneficial (adj): resulting in good; favorable or advantageous: مفيد / نافع
boost (v): increase or improve (something): يُعَزِّز / يُعَزِّز
function (n): the purpose for which something is designed or exists; a role: وظيفة / مهمة
multicultural (adj): relating to a number of different cultures: متعدد الثقافات
warn (v): inform someone in advance of a possible danger: يُنْذِر / يُنْذِر

MINI DICTIONARY UNIT 9

Unit 10.1/ Page 202

abstract (adj.): existing in thought but not having a physical or concrete existence: مُخَرَّد
divide (v.): separate into parts: يُقَسِّم / يُفَصِّل
fusion (n.): the process or result of joining two or more things together: اِلْدِمَاج / اِلْجَماع
illustrate (v.): make (something) clear by using examples, charts, etc.: يُوَضِّح / يُبَيِّن
nation (n.): a large body of people united by common history, culture, or language: أُمَّة / دَوْلَة
occur (v.): happen; take place: يَنْقَع / يَخْذُث
official (adj.): authorized or approved by someone in authority: رَسْمِيّ
symbolize (v.): be a symbol of; represent: يُرَمِّزُ إِلَى / يُجَسِّد
values (n.): principles or standards of behavior; one's judgment of what is important in life: قِيَم
vlogger (n.): a person who creates video logs (vlogs): مُدَوِّن فِيدْيُو

Unit 10.2/ Page 204

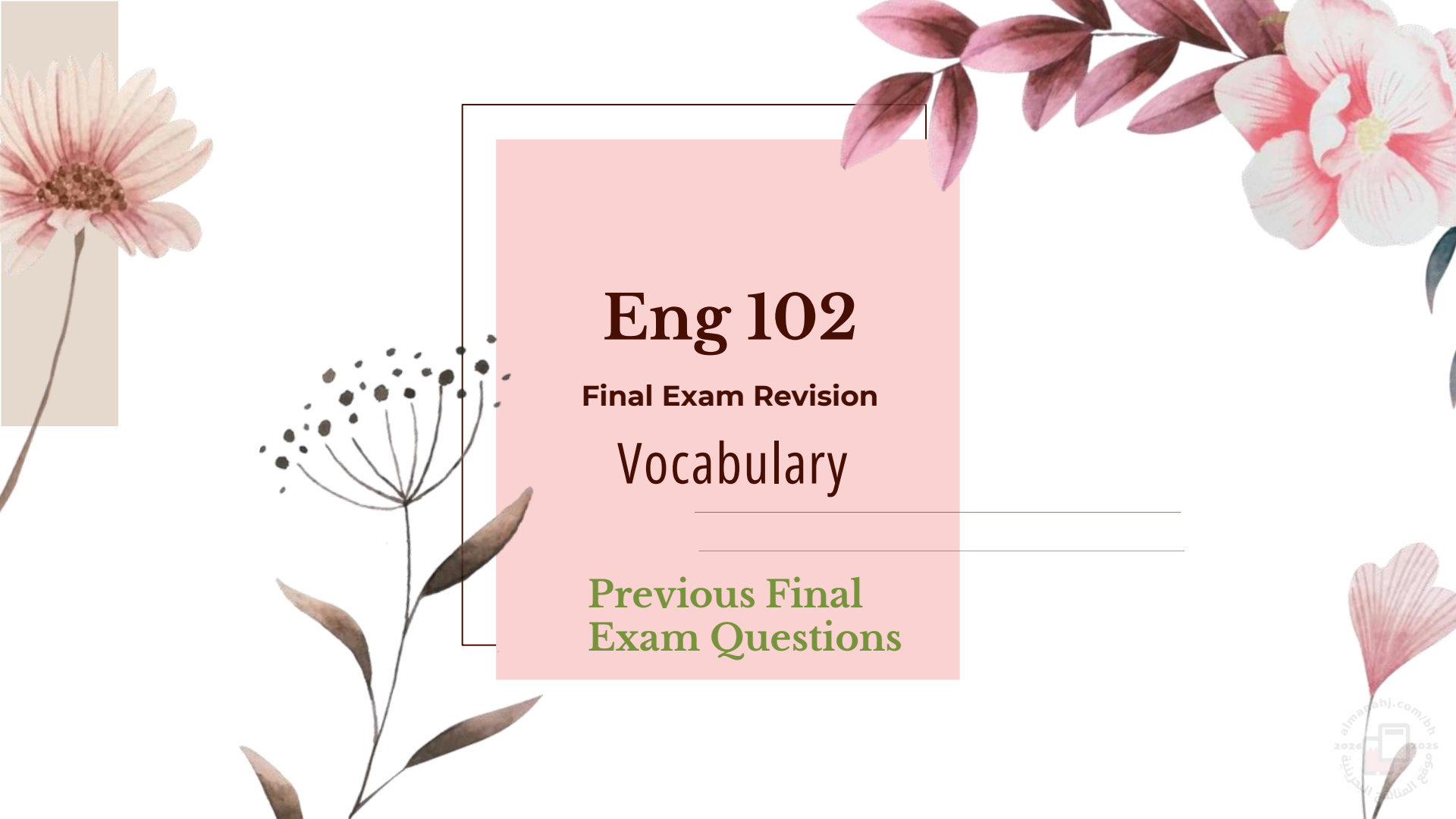
admire (v): regard (an object, quality, or person) with respect or warm approval: يُعْجِب بِ / يُقَدِّر
case (n): an instance of something occurring; a particular situation: خَالَة / وَضْع
debate (n): a discussion or argument on a topic in which different views are put forward: بَحْث / جَدَال
influence (n): to have an effect on the character, development, or behavior: تَأْثِير
meaning (n): what is meant by a word, text, concept, or action: مَعْنَى
offend (v): cause (someone) to feel resentful, upset, or annoyed: يُهِن / يُسِيء إِلَى
original (adj): present or existing from the beginning; not copied or imitated: أَصْلِيّ / أَصِيل
particular (adj): used to single out an individual member of a specified group or class: مُخَدَّد / مُفَعِّن
stereotype (n): a widely held but fixed image or idea of a particular type of person or thing: صُورَة تَمَظِيْطَة / قَالِب
valuable (adj): of great worth; important or precious: ثَمِيْن / قِيَم

Unit 10.5/ Page 210

complicated (adj): difficult to analyze or understand; complex: مُعَقَّد
expression (n): a word or phrase that conveys a particular meaning or idea: تَفْصِيْل
logical (adj): of or according to the rules of logic or sound reasoning: مُنَاطِفِيّ
predictable (adj): able to be foreseen or forecast: مُتَوَقَّع / مُتَوَقَّع
pronounce (v): make the sound of (a word or syllable) in a particular way: يَلْفِظ / يَنْطِق
replace (v): take the place of (someone or something): يَسْتَبْدِل / يَسْتَبْدِل
similarly (adv): in a similar way; likewise: كَذَلِكَ / كَذَلِكَ
suitable (adj): right or appropriate for a particular person, purpose, or situation: مُنَاسِب / مُنَاسِب
translate (v): express the meaning of (written or spoken words) in another language: يَتَرْجِم
version (n): a form of something differing from others in some respects: نَسْخَة / طَبْعَة

Unit 10.6/ Page 212

profit (v): to earn money or a benefit: يَرْزَح
trade (v): to buy and sell things: يَتَاجَر / يَتَاجَر
brand (n): a type of product made by a company: عَلَامة تِجَارِيَة
impression (n): an opinion or idea: اِلْطِبَاع
found (v): to start a company: يُؤَسِّس
respect (v): to treat as important: يَحْتَرِم
guideline (n): a rule to follow: اِلْتِزَاف / اِلْتِزَاف
sensitive (adj): careful of others' feelings: حَسَّاس



Eng 102

Final Exam Revision

Vocabulary

Previous Final
Exam Questions

B) Vocabulary (2x5= 10 Marks)

Use the words in the box to complete the sentences. Note: There is ONE extra word.

recover	complain	trouble	acquire	access	warn
---------	----------	---------	---------	--------	------

1. You should call customer services and_____.
2. Students _____vocabulary through practice.
3. I tried to _____him, but he wouldn't listen.
4. We hoped she would _____ from her illness.
5. She is having_____with Science.

B) Vocabulary (2x5= 10 Marks)

Use the words in the box to complete the sentences. Note: There is ONE extra word.

recover	complain	trouble	acquire	access	warn
---------	----------	---------	---------	--------	------

1. You should call customer services and **complain**.
2. Students **acquire** vocabulary through practice.
3. I tried to **warn** him, but he wouldn't listen.
4. We hoped she would **recover** from her illness.
5. She is having **trouble** with Science.

**ANSWERS**

SECOND SEMESTER FINAL RESIT EXAM 2023/2024

. Vocabulary (2x5= 10 Marks)

Complete each sentence with one word from the box below. Note: There is ONE EXTRA word.

original	shocking	intelligence	strategy	adapt	admire
----------	----------	--------------	----------	-------	--------

1. The coach applied a new training _____ for the team.
2. We stopped halfway to _____ the view.
3. The thieves replaced the _____ painting with a copy.
4. Some children are finding it hard to _____ to the new school.
5. The news of the plane crash was truly _____.

SECOND SEMESTER FINAL RESIT EXAM 2023/2024

Vocabulary (2x5= 10 Marks)

Complete each sentence with one word from the box below. Note: There is ONE EXTRA word.

original	shocking	intelligence	strategy	adapt	admire
----------	----------	--------------	----------	-------	--------

1. The coach applied a new training **strategy** for the team.
2. We stopped halfway to **admire** the view.
3. The thieves replaced the **original** painting with a copy.
4. Some children are finding it hard to **adapt** to the new school.
5. The news of the plane crash was truly **shocking**.

ANSWERS

B) Vocabulary (10 Marks)

Use the words in the box to complete the sentences. Note: There is ONE extra word.

awful	admire	suitable	nearby	proud	occur
-------	--------	----------	--------	-------	-------

1. We took time to stop and the view.
2. She was that her daughter had so much talent.
3. We didn't enjoy the day because the weather was so
4. Do you think this present is for a little boy?
5. The car is parked

B) Vocabulary (2x5= 10 Marks)

Use the words in the box to complete the sentences. Note: There is ONE extra word.

awful	admire	suitable	nearby	proud	occur
-------	--------	----------	--------	-------	-------

1. We took time to stop and admire the view.
2. She was proud that her daughter had so much talent.
3. We didn't enjoy the day because the weather was so awful.
4. Do you think this present is suitable for a little boy?
5. The car is parked nearby.

ANSWERS



Best Luck

IN YOUR EXAMS

