

Ibn Taymiyyah Secondary School for Boys
English Department

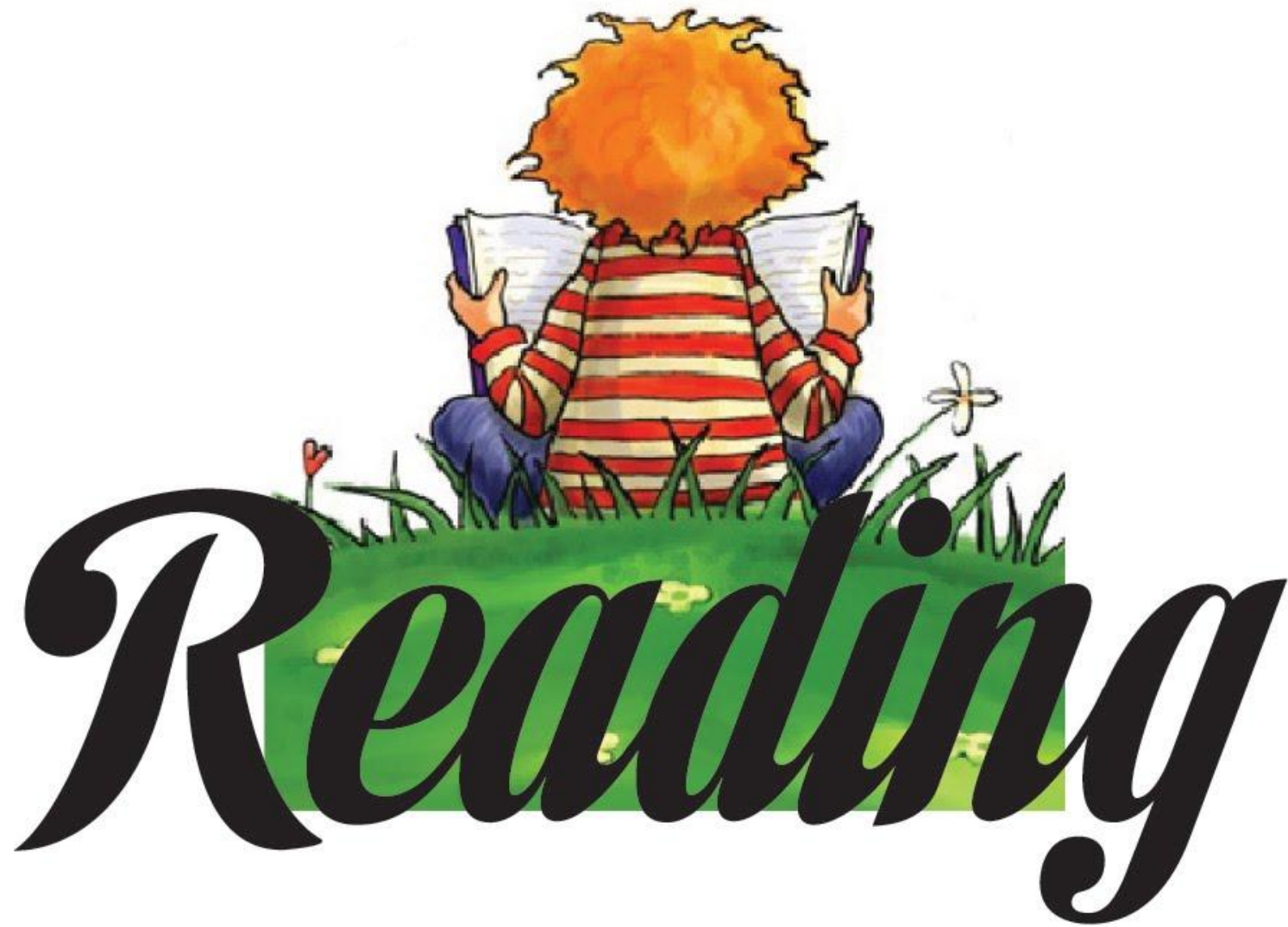
وزارة التربية والتعليم والتعليم العالي
Ministry of Education and Higher Education
دولة قطر • State of Qatar



G11 Mid-term 2 Exam Revision

Answered

2025-2026



Directions:

In this section, you will read a passage and answer (3) selected response questions and (2) constructed response ones. Be sure to put your answer in the space provided.

1 For years video games have been blamed for making people more unfriendly, overweight, or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

2 Games can help to develop body skills. Studies have found that Children who play interactive games such shape up or superhot VR have shown better motor skills, for example they can, kick, catch, and throw a ball better than children who do not play video games. A study of doctors in the USA found that those who played video games were 27% faster and made 37 % fewer mistakes than those who did not.

3 Games also benefit a lot of brain functions, like making decisions. People who play action games make decisions faster than others and are accurate. It was also found that the best gamers can make choices and do them easily. In another study by doctors in New York, gamers showed the ability of paying attention to more than six things at once without getting confused. Moreover, video games can help you make social connections because it lets gamers play with different people online and may meet them personally in the future.

10. What is the MAIN PURPOSE of the article?

- A. to show the history of video games
- B. to present the benefits of video games**
- C. to inform the reader about video games
- D. to present the drawbacks of video games

11. What is the CLOSEST meaning to the underlined word “depression” in paragraph 4?

- A. sadness**
- B. laziness
- C. happiness
- D. awareness

12. Where would you find this type of text?

- A. in a brochure.
- B. in a travel guide.
- C. in a history book.
- D. in an online magazine.**

13. Answer the following questions:

A. According to paragraph (2), What movement skills can children develop when playing games? Mention Two skills

Skill 1	kick
Skill 2	catch

B. According to paragraph (3), what are the advantages of playing games?

Mention Two advantages from the paragraph.

Advantage 1	Making decisions
Advantage 2	It can help you make social connection

C. According to paragraph (5), What is the opinion of Doctor Daphne Bavelier of action games?

Support your answer with a piece of evidence.

Opinion	He encourages young children to play video games
Evidence	It may help children to solve problems.

Student's Book p.84

aggressive = angry and violent

ambitious = wanting to achieve success in sth/life

conscientious = making an effort to do things carefully and correctly

greedy = never being satisfied with what one has; always wanting more

selfish = caring only about one's own interests

snobbish = looking down on others, believing oneself to be better than them

stubborn = not willing to change

tolerant = able to accept other people's views or behaviour

irritable = becoming angry or annoyed easily

generous = willing to give money, time, help, etc. to others

Frank is completely He only cares about himself.

a-selfish

b-snobbish

c-generous

d-aggressive

Khalid has always been towards the poor. He often makes donations to different organization.

a-irritable

b-stubborn

c-tolerant

d-generous

Don't be so! Leave some pizza for everyone's else.

a-greedy

b-irritable

c-aggressive

d-conscientious

Adrian won't change his mind about this; he's so

a. aggressive

b. stubborn

c. irritable

d. ambitious

Don't talk to him in the morning; he is always when he wakes up.

- a. tolerant
- b. snobbish
- c. irritable
- d. conscientious

Tom is a person because he is a rich man and treats his employees in a bad way.

- a-irritable
- b-stubborn
- c-snobbish
- d-generous

B. Look at the extract from text A on page 82. What does the phrase in bold mean?

...and they dislike **breaking promises**.

not to keep a promise

Match the idioms 1-8 with the meanings a-h.

1. break the news

f

2. break a/the habit

d

3. break the ice

h

4. break the law

b

5. break a/the record

a

6. break the rules

g

7. break the silence

e

8. break someone's heart

c

a. to beat a previous record

b. to do something illegal

c. to make someone feel very sad

d. to stop or give up doing something you usually did

e. to say something or make a noise after a period of quiet

f. to make something, usually unpleasant, known to someone

g. to refuse to obey common standards of behaviour

h. to make people feel relaxed by saying or doing something, especially at the beginning of a discussion, meeting, lesson, etc.

C. Complete the sentences using the correct form of the idioms above.

1. It was a quiet, beautiful morning... Suddenly, the sound of a police siren **broke the silence**.
2. I'm sorry to be the one to **break the news** to you, but somebody just crashed into your parked car.
3. Whoever doesn't buy a ticket before getting on the train is **breaking the law**.
4. Before he started his lecture, Professor Richards told a joke in order to **break the ice**.
5. It nearly **broke her heart** when her pet cat died.
6. Students who **break the rules** at this school will be in serious trouble.
7. After a lifetime of smoking, Tony found it hard to **break the habit**.
8. He wanted to **break the record** for the 100-metre race, but he just couldn't run fast enough.

Language plus

sibling = a brother or a sister

spouse = a husband or a wife

inheritance = the money and/or property that somebody gets when a friend or relative dies

heritage = features like history, traditions or buildings that have been passed down from older generations

ancestor = a person that is a relative and lived in the past

descendant = a person who is related by birth to someone who lived long ago

marriage = a relationship between a husband and a wife that is legally accepted

wedding = the celebration and ceremony in which two people get married

bride = a woman on the day of her wedding

groom = a man on the day of his wedding

nuclear family = a family unit that includes a father, a mother and their children

extended family = a family unit that includes members like aunts, uncles, grandparents, etc.

grow = to increase in size

grow up = to mature into an adult over time

raise = to take care of a person until they become an adult

Student's Book p.90

Vocabulary

A. Complete the sentences using the correct form of the words in the boxes.

sibling spouse

1. I have one brother. How about you? Have you got any **siblings** _____?
2. I first met my **spouse** _____ at her father's house.

inheritance heritage

3. You can learn a lot about your **heritage** _____ by visiting the National Museum.
4. The **inheritance** _____ was shared between the two brothers.

ancestor descendant

5. One of my **ancestors** _____ was a fisherman in Portugal.
6. Charles and Brenda Turnbull moved to this town in 1890, and their **descendants** _____ still live in the area.

marriage wedding

7. What are you going to wear to the **wedding** _____?
8. They were very happy together and their **marriage** _____ lasted for many years.

bride groom

9. The **bride** wore a beautiful long white dress.

10. The **groom** looked at his new wife and smiled.

nuclear family extended family

11. A(n) **extended family** consists of parents, children, uncles, aunts, grandparents, cousins, etc.

12. A(n) **nuclear family** consists of parents and their children.

Vocabulary

A.  Read the sentences and match the idioms in bold with their meanings a-f. Then check your answers using a dictionary.

1. I'm just putting the **finishing touches** to this painting before I sell it.

f

2. Thank you for coming in for the interview. We'll **be in touch**.

e

3. The teacher's comment about John's poor mark in the test **touched a sore spot** because he had studied very hard for it.

c

4. I was deeply **touched** by the gift they gave me.

a

5. Julie and I **lost touch** after she got married and moved to Sweden.

d

6. My dad used to cook great meals but I think he's **losing his touch**.

b

a. having strong feelings;

being moved emotionally

b. no longer be able to do sth as well as you did before

c. to refer to a sensitive topic which may upset sb

d. no longer have contact with sb

e. to communicate with sb by phone or in writing

f. the final details to complete sth

B. Complete the sentences with the words in the box to form prepositional phrases.

comparison favour honour connection need contact

1. Have you been **in** **contact** **with** any of your university friends?
2. The police would like any information **in** **connection** **with** the fire.
3. Are you **in** **favour** **of** the new law or against it?
4. Please ask the teacher if you are **in** **need** **of** help.
5. The food here is very good **in** **comparison** **to** other restaurants in town.
6. We are holding an event **in** **honour** **of** the founder of the organisation.

Are you in contact your cousins in Canada?

Which of the following is the BEST answer to the above question?

A-at

B-to

C-of

D-with

My new flat is comfortable in comparison my old one.

Which of the following is the BEST answer to the above question?

A-at

B-to

C-of

D-with

The project helps many people who are in need money, food, and clothing.

Which of the following is the BEST answer to the above question?

A-to

B-of

C-at

D-with

Many members have voted in favor the new law.

Which of the following is the BEST answer to the above question?

A-to

B-of

C-at

D-with

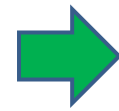
GRAMMAR





Relative Pronouns

LEIF
J. López



who

It is used to refer to people



which

...animals, objects, or ideas



whose

...possession



that

...people, animals or objects



where

...places



when

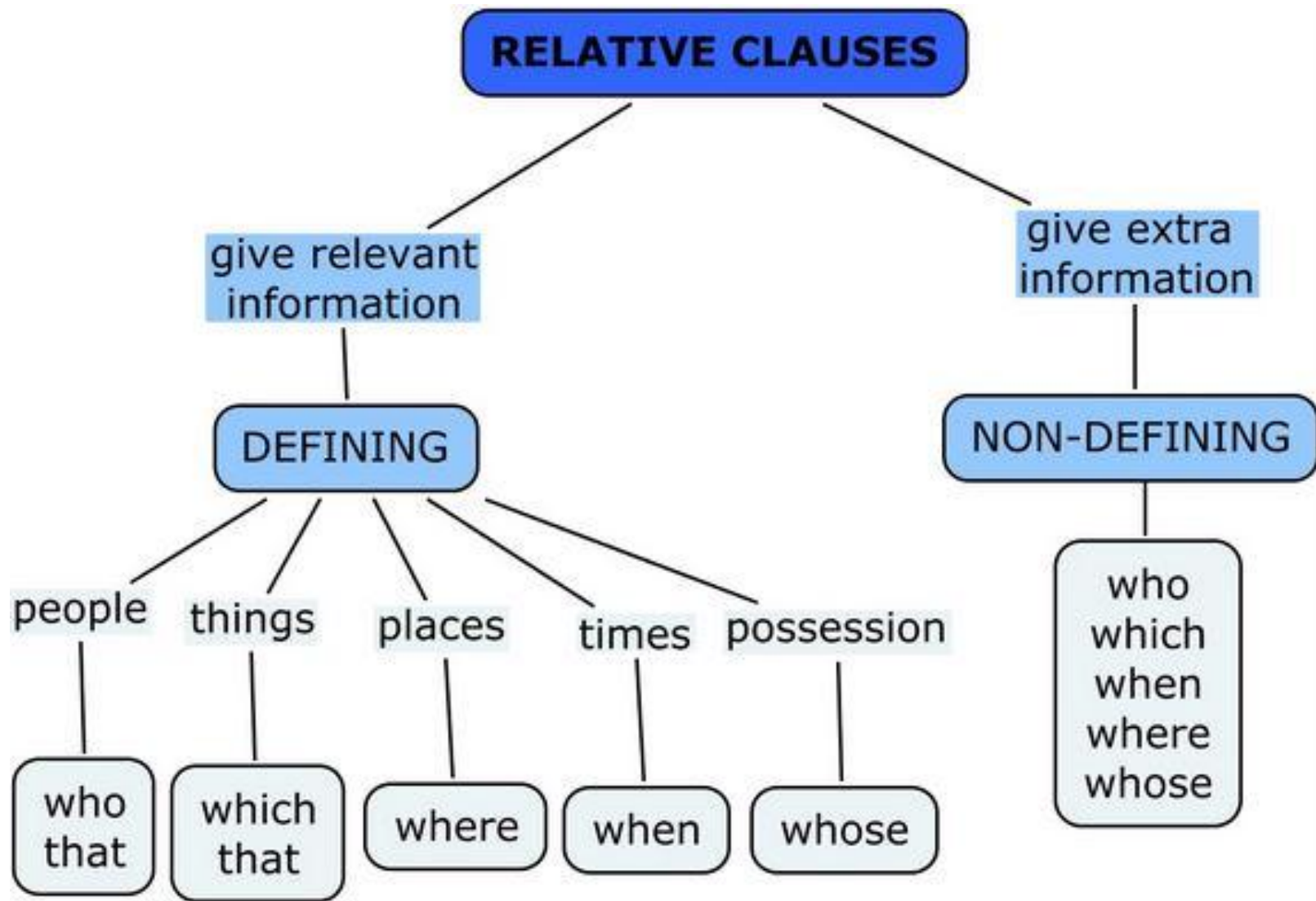
...time

A RP refers to a noun mentioned previously.

They can be used to join two sentences.

Learning English is fun - J. López

Student's Book p.85



DEFINING VS NON-DEFINING RELATIVE CLAUSES

test-english.com



DEFINING

NO COMMAS

NECESSARY INFORMATION. Essential to distinguish which thing or person we are talking about.

*I called my brother **who lives in Ontario**.*

(=I have more than one brother and I called the one that lives in Ontario)

WE CAN USE *THAT*

We **CAN** use *THAT* instead of *WHO/WHICH*.

*That's the mug **WHICH/THAT** I bought in Paris.
I didn't know the man **WHO/THAT** was there.*

RELATIVE PRONOUNS CAN BE OMITTED

We **CAN** omit *WHO/WHICH/THAT* when they are followed by **SUBJECT + VERB**

*Do you like the song **(WHICH/THAT)** I wrote?
That's the man **(WHO/THAT)** I like.*

NON-DEFINING

BETWEEN COMMAS

EXTRA INFORMATION. Not necessary to distinguish which thing or person we are talking about.

*My brother, **who lives in Ontario**, is older.*

(=I have only one brother and I'm just mentioning that he lives in Ontario)

WE CANNOT USE *THAT*

We **CANNOT** use *THAT* instead of *WHO/WHICH*.

*These bikes, **WHICH** cost a fortune, are made in Japan. (NOT ~~that cost a fortune~~)*

RELATIVE PRONOUNS CANNOT BE OMITTED

We **CANNOT** omit *WHO/WHICH*

*They introduced me to John, **who** I liked immediately. (NOT ~~John, I liked immediately~~)*

Read the following then choose the right answer:

I discuss my problems with my brother is a lawyer.

a-who

b-whose

c-where

d-which

1. Read the following.

There was a time _____ I enjoyed staying indoors, but now I like being outdoors.

What is the best answer that fits into the blank ?

A. who

B. when

C. where

D. which

2. Read the following.

I don't like people _____ mood changes from one moment to the next.

What is the best answer that fits into the blank ?

- A. who
- B. when
- C. whose
- D. which

3. Read the following.

The restaurant _____ I worked before getting married is owned by an old woman.

What is the best answer that fits into the blank ?

- A. who
- B. when
- C. where
- D. which

4. Read the following.

The film _____ I watched last night was depressing.

What is the best answer that fits into the blank ?

A. who

B. when

C. where

D. which

Read the following then choose the right answer:

Ali lost the phone he bought a week ago.

a-who

b-that

c-whose

d-where

5. Read the following.

He bought all the tools. They are required to fix his old car. (which)

Rewrite the above sentences using the relative pronoun in brackets.

Answer:

He bought all the tools which are required to fix his old car.

6. Read the following.

This is the boy. His dad came to school. (whose)

Rewrite the above sentences using the relative pronoun in brackets.

Answer:

This is the boy whose dad came to school .

1. Read the following.

They welcomed the girl. She came from India. (**who**)

Rewrite the above sentences using the relative pronoun in brackets.

Answer:

They welcomed the girl who came from India

1. Read the following.

1. This is the laptop. I bought it for my daughter. (**which**)

Rewrite the above sentences using the relative pronoun in brackets.

Answer:

They welcomed the girl who came from India

Grammar Countable / Uncountable nouns, Quantifiers → pp. 166-167

A. Which of the words below are usually countable **(C)**, which are usually uncountable **(U)** and which are commonly used as both **(B)**? Write the correct letter in each box.

meat	(U)	chocolate	(B)	job	(C)	health	(U)	time	(B)	flour	(U)
milk	(U)	work	(B)	chicken	(B)	trip	(C)	money	(U)	hair	(B)
problem	(C)	cake	(B)	light	(B)	flower	(C)	bread	(U)		
information	(U)	advice	(U)	glass	(B)	vegetable	(C)	trouble	(B)		

some/any/no

- **some + uncountable / plural countable nouns**

is used in affirmative sentences and in questions when we offer something or ask for something politely.

There is some information in this leaflet which you may find useful.

Would you like some ice in your juice?

Could I have some biscuits?

- **any + uncountable / plural countable nouns**

is used in questions and negative sentences.

Is there any soup left?

There aren't any children in the park.

- **no (= not any) + uncountable / plural countable nouns**

is used in affirmative sentences to give a negative meaning.

There is no time to waste. = There isn't any time to waste.

many / much / a lot (of) / lots (of) / plenty (of)

- **many + plural countable nouns**

is used mainly in questions and in negative sentences.

How many students went on the trip?

Mark is new in town and doesn't have many friends.

- **much + uncountable nouns**

is used mainly in questions and in negative sentences.

How much money do you need?

They don't have much furniture in the living room.

- **a lot / lots / plenty** are always used with **of** when they are followed by a noun.

They are used with:

- plural nouns and a plural verb.

There were a lot of athletes at the stadium.

- uncountable nouns and a singular verb.

There's lots of pasta left, so let's not order.

a few / a little / few / little

- **a few** (= *not many but enough*) is used with plural nouns and a plural verb.

There are a few more biscuits left. Does anyone want one?

- **a little** (= *not much but enough*) is used with uncountable nouns and a singular verb.

I speak a little Spanish so I don't think I'll have a problem when I visit Spain.

- **few** (= *not many and not enough*) is used with plural nouns and a plural verb.
Very few people attended the seminar.
- **little** (= *not much and not enough*) is used with uncountable nouns and a singular verb.
I've got very little money, so I can't go on holiday with my friends.

C. Choose a, b, c or d.

1. There is very ____ information about the marathon on the event's website.
a. a little b. few c. a few **d. little**
2. James acquired ____ knowledge on diet and nutrition from that course he took last summer.
a. many **b. plenty of** c. lots d. a lot
3. I drank ____ coffee and now I'm not feeling well.
a. too many b. very c. plenty **d. too much**
4. Do you have ____ news from the doctor about your blood test results yet?
a. any b. a little c. many d. some
5. Bader was away on a fishing trip with his grandfather for ____ days during the holidays.
a. a lot b. lots **c. many** d. plenty of

Passive Voice

Student's Book p.101

<i>Passive Voice المبنى للمجهول</i>	
<p>(Present simple active) (V / V+s)</p> <p>1. Ahmed writes the homework. 2. The government builds a lot of hospitals.</p>	<p>(Present simple passive) (am/is/ are + PP)</p> <p>1. The homework is written by Ahmed. 2. A lot of hospitals are built by the government.</p>
<p>(Past simple active) (V2)</p> <p>1. Ahmed wrote the homework. 2. The government built a lot of hospitals.</p>	<p>(Past simple passive) (was /were +PP)</p> <p>1. The homework was written by Ahmed. 2. A lot of hospitals were built by the government.</p>
<p>(Present perfect active) (has / have+ PP)</p> <p>1. Ali has written the homework. 2. They have fixed the cars</p>	<p>(Present perfect passive) (has / have + been + PP)</p> <p>1. The homework has been written by Ali. 2. The car has been fixed by them.</p>

Passive Voice

Student's Book p.101

<p>(Past perfect active) (had + PP) 1. Hamad had bought a new phone.</p>	<p>(Past perfect passive) (had been + PP) 1. A new phone had been bought by Hamad.</p>
<p>(Future simple active) (Will + V) 1. I will study the lesson soon.</p>	<p>(Future simple passive) (Will be + PP) 1. The lesson will be studied soon.</p>
<p>(Modal verbs active) (can /could/ may/might/ should/ must +V) 1. She can repair the dress. 2. They may sell the flat.</p>	<p>(Present simple passive) (am/is/ are + PP) (can /could/ may/might/ should/ must + be + PP) 1. The dress can be repaired by her. 2. The flat may be sold by them.</p>
<p>(know / believe/ say/ think/ expect/ consider / report) 1. People believe that he is very rich</p>	<p>It + passive form of the verb + that... Subject + passive form of the verb + to + V ✦ It is believed that he is very rich. ✦ He is believed that he is very rich.</p>

Look at following verbs and guess what they express.

know

believe

say

think

consider

report

understand

→ These verbs followed by that clause express beliefs or certain attitudes. They can be used to make a general statement.

The Passive Voice can be formed in two ways:

It + passive form of verb + that clause (impersonal construction)

It is believed that he is very rich.

subject + passive form of verb + to + base form (personal construction)

He is believed to be very rich.

ENGLISH

Circle the correct answer:

-Football is a popular sport. It in many countries in the world.

a-plays

b-played

c- is played

d- was played

Circle the correct answer:

-Many movies in Hollywood every year.

a-made

b- makes

c- is made

d-are made

Circle the correct answer:

-Our final exams at the end of the school year.

a-give

b-gave

c-is given

d- are given

Circle the correct answer:

-The homework.....by Ahmad yesterday.

a-finished

b-was finished

c- were finished

d- has been finished

8. Read the following.

We tidied our rooms yesterday.

Rewrite the above sentences after changing into passive.

Answer:

Our rooms were tidied by us yesterday.

9. Read the following.

Math(study) by me last night.

Rewrite the above sentences after correcting the verb between the brackets.

Answer:

Math was studied by me last night.

10. Read the following.

Football(play) by them every day .

Rewrite the above sentences after correcting the verb between the brackets.

Answer:

Football is played by them every day.

Change the verbs between brackets into the passive form:

-Cartoon(watch) by the kids every day.

Cartoon is watched by the kids every day.

Change the verbs between brackets into the passive form:

-last year, my house (paint)by a skillful man.

Last year, my house was painted by a skillful man.

Change the verbs between brackets into the passive form:

-The cake (make)by my mum last night.

The cake was made by my mum last night.

D. Rewrite each of the following sentences in the Passive Voice starting with the words given.

1. People expect that smartphones will have even faster Internet connections in the future.

It **is expected that smartphones will have even faster Internet connections in the future.**

2. My mother made me go to the event even though I didn't want to.

I **was made to go to the event (by my mother) even though I didn't want to.**

3. Many people believe that sending letters is old-fashioned.

Sending letters **is believed (by many people) to be old-fashioned.**

4. The secretary offered me some coffee.

I **was offered some coffee by the secretary.**

5. The manager has sent a message to all the employees.

A **message has been sent to all the employees by the manager.**

6. People think that technology can solve any problem.

It **is thought that technology can solve any problem.**

7. Everybody knows that spam is dangerous.

Spam **is known to be dangerous.**

Change into passive

1. She was teaching her son at home.

Her son was being taught at home.

2. The police arrested them last night.

They were arrested by the police last night.

3. They have changed the actors several times.

The actors have been changed several times.

4. I will spend the night at hotel

The night will be spent at a hotel.

Writing





Writing
**OPINION
ESSAYS**

Inter...
Reason

Reason

Reason

Reason

Thesis

The writer:

- a. gives a title.
- b. uses informal language.
- c. uses linking words/phrases.
- d. actively expresses his/her opinion.
- e. uses short forms and abbreviations.
- f. raises new arguments in the conclusion.
- g. provides justification for the ideas he/she mentions.
- h. uses topic sentences to introduce the topic of each paragraph.

6b An opinion essay

Plan

INTRODUCTION

- Briefly introduce the topic you are going to discuss.
- Say how you feel about it.

MAIN PART

(2 paragraphs)

- Choose two main aspects of the issue and write one paragraph on each.
- Explain your ideas/points and give examples if possible.

CONCLUSION

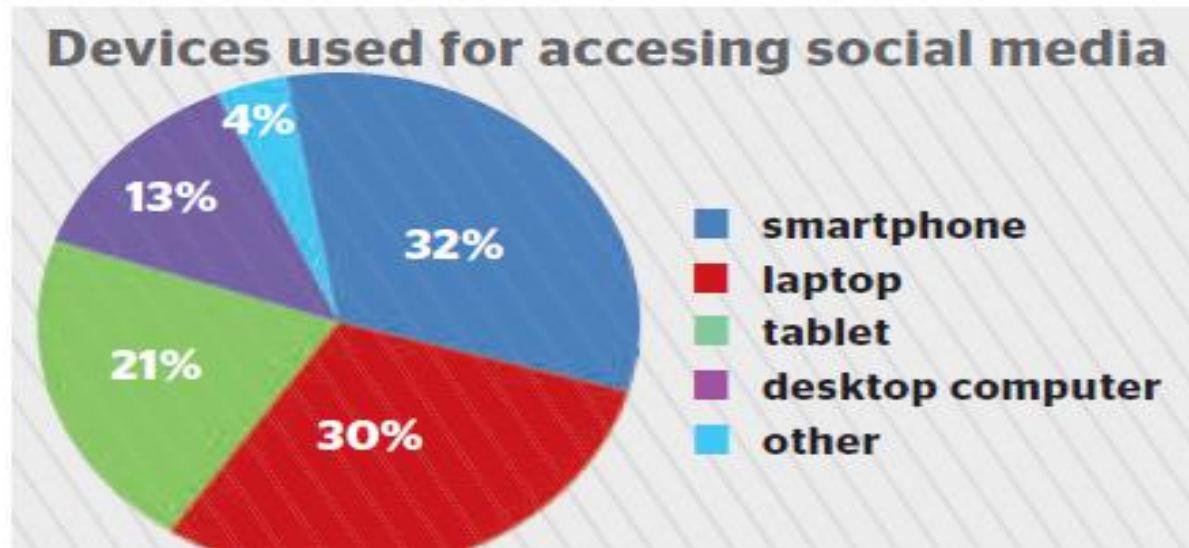
- Sum up by stating your overall opinion.



Writing Interpreting a pie chart

Your class has done a survey about “**Devices used for accessing social media**” The results are shown in the ***pie chart*** below.

-Write a description to the information by selecting and reporting the main features of the chart and make comparisons where relevant.



The writer:

- a. introduces the topic by paraphrasing the information at the top of the chart.
- b. lists the percentage of every activity on the chart.
- c. explains how the information on the charts was obtained.
- d. describes the results and draws a conclusion.
- e. divides the description into paragraphs.
- f. uses past tenses to refer to the trends described.
- g. describes what a pie chart is before presenting the findings.
- h. compares the dominant trends.

7b Interpreting a pie chart

Plan

A description of a pie chart

PARAGRAPH ONE: INTRODUCTION

Refer to the information in the rubric and say what the pie chart is about.

PARAGRAPH TWO/THREE: MAIN BODY

Assess the information presented in the pie chart in one or two paragraphs, comparing/contrasting data and drawing conclusions.

FINAL PARAGRAPH: CONCLUSION

Repeat the salient points and reflect on the title of the pie chart.



Procedure writing

The image shows two hand-drawn procedure writing worksheets. The first worksheet is titled "How to Make Popcorn" and features a large, colorful title. The steps are written in cursive on lined paper, accompanied by illustrations of popcorn ingredients and a girl eating popcorn. The second worksheet is titled "How to Make a Pizza!" and features a large, colorful title. The steps are written in cursive on lined paper, accompanied by illustrations of pizza-making steps and a boy eating pizza.

How to Make Popcorn

Name _____

First, pour the popcorn into a bowl.

Then, put the bowl in the microwave.

Next, pour salt onto the popcorn and let it cool.

Last, eat the popcorn and enjoy it!

How to Make a Pizza!

Name _____

roll out the dough and add sauce.

sprinkle the toppings over it.

put the pizza in the oven for 10 minutes.

take the pizza out and enjoy it!

Process of Making Fruit Salad

1. Gather Ingredients:

First, collect fresh fruits such as apples, bananas, strawberries, grapes, and oranges.

2. Wash the Fruits:

After that, rinse each fruit thoroughly under running water to remove any dirt or pesticides.

3. Peel and Chop:

Then, peel any fruits that require it (like bananas and oranges) and chop all the fruits into bite-sized pieces.

4. Mix the Ingredients:

In a large bowl, combine all the chopped fruits gently to avoid bruising.

5. Add Dressing (Optional):

If desired, drizzle some honey, yogurt, or lemon juice over the fruits to enhance flavor.

6. Finally, Enjoy Your Fruit Salad!

The writer:

1. uses linking words.
2. introduces each step with a short phrase.
3. gives examples and justifies them.
4. uses formal language.
5. gives his/her opinion.
6. organises the procedure into steps.
7. uses imperative forms.
8. uses passive forms.
9. always writes in the past tense.
10. provides images to help understanding.

Thank
you!