



مدرسة حسان بن ثابت
الثانوية للبنين



برنامج دعم التحصيل الأكاديمي

قسم اللغة الإنجليزية

REMEDIAL & ENRICHMENT PLANS

2020 – 2021

END of 2nd TERM

GRADE 10

(BASED ON UNITS 06-10 CONTENT)



STUDENT'S NAME: _____

GRADE: ☒ 10 ☐ 11 ☐ 12 CLASS: _____ ST Level (☒ A / ☒ B / ☒ C)

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ACTIVITY FOCUS: ☒ Rd. ☒ Wr. ☐ Lis. ☐ Sp. ☒ Gr. ☒ Voc. ☒ LF.

خطط رفع التحصيل الأكاديمي (☐ فردي - ☒ جماعي)

Reading

1. People think children should play sports. Sports are fun, and children stay healthy while playing with others. However, playing sports can have negative effects on children. It may produce feelings of poor self-esteem or aggressive behavior in some children. According to research on kids and sports, about half of the kids play sports in the US. Of these, 18 million say they have been yelled at or called names while playing sports. This leaves many children with a bad impression of sports. They think sports are just too aggressive.
2. Many researchers believe adults, especially parents and coaches, are the main cause of too much aggression in children's sports. **They** believe children copy aggressive adult behavior. This behavior is then further reinforced through both positive and negative feedback. Parents and coaches are powerful teachers because children usually look up to them. Often these adults behave aggressively themselves, sending children the message that winning is everything.
3. At children's sporting events, parents may yell insults at other players or cheer when their child behaves aggressively. As well, children may be taught that hurting other players is acceptable, or they may be pushed to continue playing even when they are injured. **In addition**, the media makes violence seem exciting. Children watch adult sports games and see violent behavior replayed over and over on television.
4. As a society, we really need to face up to this problem and do something about it. Parents and coaches should act as better examples for children. They need to teach children better values. They also need to teach children to enjoy themselves whether they win or not. It is not necessary to knock yourself out to enjoy sports. Winning is not everything. In addition, children should not be allowed to continue to play when they are injured. Sending a child with an injury into a game gives the child the message that health is not as important as winning. If we make some basic changes, children might learn to enjoy sports again.

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1. What is the **MAIN FOCUS** of the text?

- A. Children need to play sports in schools.
- B. Some sports can cause health problems.
- C. Playing sports may have negative results.
- D. Children often become like their parents.

2. Read the following from **PARAGRAPH 3**.

In addition, the media makes violence seem exciting. Children watch adult sports games and see violent behavior replayed over and over on television.

Which of the following can **BEST** replace the underlined phrase?

- A. However
- B. Although
- C. Moreover
- D. Even though

3. What does the underlined pronoun "**THEY**" in **PARAGRAPH (2)** refer to?

- A. parents
- B. coaches
- C. children
- D. researchers

4. According to **PARAGRAPH (1)**, what percentage of the American kids play sports in the US?

- A. 15%
- B. 25%
- C. 50%
- D. 75%

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5. According to PARAGRAPH 2, who are regarded as powerful teachers by the writer? Why?

Powerful Teachers:	
Reason:	

6. According to PARAGRAPH 3, mention two things that parents may do that help send children the message that winning is everything.

1 st Thing:	
2 nd Thing:	

7. According to PARAGRAPH 4, parents and coaches should act as better examples for children. Mention TWO points parents and coaches may need to teach to children to help them enjoy sports again.

1 st Point:	
2 nd Point:	

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Language Functions

1- Read the following DIALOGUE.

Ahmed: Would you agree that our history teacher is a good role model for young people?

Khaled: _____ .

Which of the following can be the **BEST REPLY** to the above question?

- A. Yes, I think so too.
- B. Can I add something here?
- C. That sounds like a good idea.
- D. Personally, I believe it is a difficult subject.

2- Read the following DIALOGUE.

John: "I think space tourism has become an industry".

Mark: "_____, you would like to say that it no longer aims at developing scientific research".

Which of the following can be used to **CONFIRM UNDERSTANDING**?

- A. on the other hand, ...
- B. let's start by talking...
- C. there are several reasons why I believe this...
- D. let me see if I have understood you correctly..

3- Read the following DIALOGUE.

Jassem: So, you think that online education is much better than the face to face one! Why do you believe so?

Hamad: _____ .

Which of the following can be **BEST** used to **SUPPORT ONE'S OPINION**?

- A. I don't agree with you.
- B. The main reason why I believe so is ...
- C. The main thing we need to discuss is ..
- D. Let me see if I understand you correctly ..

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4- Read the following.

Saad: So, you said that cars should be banned in the city Centre. Why do you think so?
Rashid: There are several reasons why I believe this. The first is ..

Which of the following can be the RIGHT FUNCTION of the underlined words?

- A. expressing contrast
- B. opening a discussion
- C. supporting one's opinion
- D. confirming understanding

5- Which of the following is used to OPEN A DISCUSSION about climate change?

- A. first, we need to discuss...
- B. on the one hand, climate change is ...
- C. In other words, climate change is a serious problem.
- D. Can I add something here, climate change is a serious problem?

6- Which of the following can be used to CONFIRM UNDERSTANDING?

- A. on the other hand, ...
- B. let's start by talking...
- C. let me see if I have understood you correctly...
- D. there are several reasons why I believe this...

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Vocabulary

Vocabulary



Read the dialogue and match the phrases in bold with their meanings. Then check your answers in a dictionary.

- A:** Let's **grab a bite to eat** before we go to our science lesson.
- B:** No, I'm really overweight, and **I can't take it any more.**
- A:** You should increase the amount of exercise you get. Come to the gym with me.
- B:** **It had crossed my mind**, but the last time I lifted weights, I pulled a muscle in my back.
- A:** That's because you didn't warm up. You need to do gentle stretching exercises first so that you don't injure your muscles.
- B:** No, **I'll pass.** I don't think I'm a gym person. I don't enjoy weight training or running on the treadmill.
- A:** How about rowing? Rowing is fun and good exercise, too. **You kill two birds with one stone.** They have classes **every other day.**
- B:** Sounds too good to be true. I **ran into** Andy the other day and he told me his rowing class is a pretty tough workout.
- A:** It's so much fun you don't realise you're exercising. You see, you'll **get the hang of** the moves after a few times.
- B:** Sounds like **a piece of cake.**
- A:** Yeah, maybe too much cake's the reason you need to go to the gym in the first place!

1. meet by chance

2. learn how to do sth

3. I had thought about it

4. sth that is very easy to do

5. every two days, once in two days

6. I can't put up with a situation any more

7. to eat sth quickly because you are in a hurry

8. to say that you don't like sth and you won't try it

9. to achieve two things at the same time with one action

- Read the following.

"I ran into an old friend when I was at the restaurant last Friday."

Which of the following can BEST explain the underlined **PHRASAL VERB**?

- A. I hit him
- B. I met him by chance
- C. I had dinner with him
- D. I had an appointment with him

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خط رفع التحصيل الأكاديمي (فردى - جماعى)

un-	in-	il-	ir-	im-
unaffected	insecure	illiterate	irregular	impatient
unaware	incorrect	illogical	irresponsible	immature
unkind	inexperienced		irrelevant	impractical
unwilling	inappropriate			impolite
unreliable				

1. Mark may be eighteen, but I don't think he should get a driving licence yet. He's so _____ for his age! **MATURE**

2. The politician was _____ to answer the reporters' questions, and got up and left. **WILLING**

3. Whether I think you're good at maths or not is _____. The important thing is that you pass the exam. **RELEVANT**

4. What I'm going to say may sound crazy and _____, but it's true. **logical**

5. Lots of teenagers are _____ about their appearance. We need to help them feel confident about themselves. **SECURE**

Read the following then put the words between brackets in the **CORRECT FORM**.

A. "Please keep all (**RELEVANT**) _____ remarks to yourself.
(**RELEVANT**) _____

B. "Don't be (**PATIENT**) _____. I know it's a long queue, but it will be your turn soon."
(**PATIENT**) _____

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Vocabulary

A. Read the note and complete the table using the words in the box.



- The prefix **dis-** is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. *like-dislike*).
- The prefix **mis-** is used before verbs, and means to do wrongly or badly (e.g. *understand-misunderstand*).
- The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (e.g. *care-careless*).



satisfy lead harm wire spell honest
place respect hope appear inform approve
worth behave end

dis-	mis-	-less
dissatisfy	mislead	harmless

B. Complete the sentences below with the correct form of some of the words in the table above.

- I want to buy a _____ mouse. How much do they cost?
- The little boy likes watching the planes _____ behind the clouds.
- I'm sorry, but you've _____ my name. It's with one 's', not two.
- Have you seen my keys? I seem to have _____ them.
- Danny wants to become a pilot, but his parents _____.

Read the following then put the words between brackets in the CORRECT FORM.A. "He felt (HELP) _____ in the face of all these challenges and difficulties."(HELP) _____B. "I don't like (HONEST) _____ people because I don't trust them."(HONEST) _____

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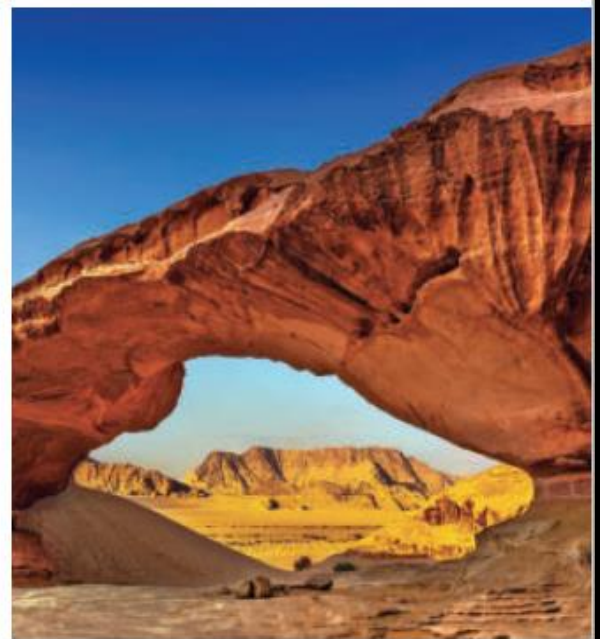
with		on		from	
cope	يتماشى / يتكيف مع	depend	يعتمد على	benefit	يستفيد من
deal	يتعامل مع	insist	يصر على	rescue	ينقذ من
cooperate	يتعاون مع	spend	ينفق على	recover	يشفى من
communicate	يتواصل مع	congratulated	يهنئ على	escape	يهرب من
link	يرتبط بـ	rely	يعتمد على	die	يموت بـ
				suffer	يعاني من

- Jane is a good friend, who I can rely _____ for whatever I need.
A. in B. at C. on D. from
- The firefighter rescued the baby _____ the burning building.
A. in B. at C. on D. from
- How much did you spend _____ your new car?
A. in B. at C. on D. from
- Eric shouldn't cope _____ the stress at this job so he quit.
A. on B. at C. with D. from
- My sister insisted _____ lending me the money.
A. on B. at C. with D. from

Vocabulary

Look at the prepositional phrases in the table and circle the correct words in the sentences 1-7.

IN	OUT OF	IN / OUT OF
case (of)	work	danger
general	breath	control
particular	the question	sight
charge of	one's mind	trouble
person	date	use
despair	the ordinary	shape
a row	(one's) reach	order



- We waved until the car was **in / out of** sight.
- You can't use the lift. It's out of **order / control**.
- I'd like to speak to whoever is in **charge of / person** the project.
- Keep chemicals out of children's **reach / danger**.
- The police are once again in **trouble / control** of the situation.
- This map is out of **use / date**. We should get a newer one.
- Nasser loves extreme sports, skydiving in **general / particular**.

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- Fill in the gaps with the suitable **PREPOSITION** from the box.

at – in – on – with – out of

1. We raised £2,000 for children _____ need.
2. All the students benefitted _____ the exchange program.
3. Sorry, this lift is _____ order. You'll have to use the stairs.
4. Kim was _____ shape, so she decided to join the local gym.
5. I find it difficult to cooperate _____ some of my colleagues.
6. Amanda has been suffering _____ terrible headaches lately.
7. Do you think Fahad can cope _____ all the work I've given him?
8. Miss Salma is _____ charge of food and drinks for the fundraiser.
9. Ibrahim, we'd all like to congratulate you _____ winning this award.
10. A large percentage of the population depends _____ mobile phones to communicate with others.



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Grammar

1. Read the following.

I had listened to melodious songs before I the work.

Which of the following can BEST fit in the above gap?

- A. start
- B. started
- C. will start
- D. have started

2. Read the following.

After the company _____ Joe, he began to work on his first project.

Which of the following can BEST fit in the above gap?

- A. hires
- B. has hired
- C. had hired
- D. is going to hire

3. Read the following then put the verbs between brackets in the correct PASSIVE FORM.

A. "Scientists (**DISCOVERED**) bacteria for the first time in 1676."

Bacteria _____ by scientists for the first time in 1676.

B. "The teacher (**HAS ANNOUNCED**) the winner of the competition."

The winner of the competition _____ by the teacher.

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4. Read the following then put the verbs in brackets into the FULL INFINITIVE or the -ING FORM.

A. "Maryam wanted (MEASURE) _____ the baby's foot before buying shoes."

(MEASURE) _____

B. "I am terribly sorry! I apologize for (BREAK) _____ your sunglasses."

(BREAK) _____

C. "Hazem is hoping (STUDY) _____ law at *Qatar University*."

(STUDY) _____

5. Read the following then complete the sentences using REPORTED SPEECH.

A. "You can watch TV after finishing your home assignments," the father said to the kids.

The father told the kids _____
_____.

B. "Please give me your notebooks," the teacher said to the students.

The teacher asked the students _____
_____.

C. "You won't finish the test on time if you don't hurry," Mr. Nasir told us.

Mr. Nasir told us _____
_____.

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Writing

**In this section, you will respond to ONE writing prompt.*

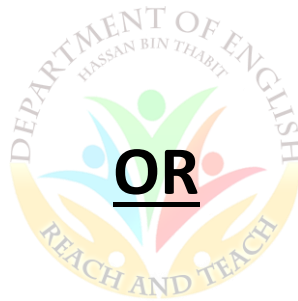
TOPIC A

Your English teacher has asked you to write an **OPINION ESSAY** on the following topic:

“Some people think that fast food is better than homemade food” .

DO YOU AGREE? Write an essay **EXPRESSING YOUR OPINION** and justifying your point of view.

** Your ESSAY will be evaluated on the basis of clear and organized ideas, strong details and effective arguments.*



TOPIC B

Write an **ARTICLE** in which you **DESCRIBE A PERSON** who has made the most impact in your life and say why he/she has had such an effect on you.

** Your ARTICLE will be evaluated on the basis of clear and organized ideas, strong details and effective arguments.*

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C	<i>Capitalization</i>	SP	<i>spelling</i>	VF	<i>V. Form</i>	PP	<i>Preposition</i>	WF	<i>Wrong Form</i>
P	<i>Punctuation</i>	SV	<i>Sub-V. Agree.</i>	VT	<i>V. Tense</i>	MW	<i>Missing Word ^</i>	WW	<i>Wrong Word</i>

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8b An essay expressing an opinion

Plan

INTRODUCTION

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

MAIN PART (2 paragraphs)

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

CONCLUSION

- Sum up by stating your overall opinion.



Writing Plan: An essay expressing an opinion

Complete the writing plan below and write your essay on the next page.

Before you write:

- What are you writing?

Brainstorm Ideas for your essay

INTRODUCTION (first paragraph)

- What is the topic? _____
- How do you feel about it? _____

MAIN PART (second and third paragraph)

- What is your first argument/idea?

- Explanations, examples and evidence

- What is your second argument/idea?

- Explanations, examples and evidence

CONCLUSION (final paragraph)

- What is your opinion about the topic? _____
-

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10b An article describing a person

Plan

TITLE

Think of an interesting title

INTRODUCTION

Say who you are writing about and why you have chosen to write about this person. Use phrases like:

- What I like/admire/love/dislike about... is...
- I've always found... interesting/exciting/unique because...
- ... is the person who...

MAIN PART (2-3 paragraphs)

Provide information about the person and describe him/her. Use adjectives like:

mature, responsible, honest, patient, sociable, reserved, witty, ambitious, disorganised, arrogant, etc.

CONCLUSION

Say what makes this person so special and what effect he/she has on you or other people. Use phrases like:

- For me,... / To my mind,... / The way I see it,...
- ... is not just... / ... is more than...

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Writing Plan: An article describing a person

Complete the writing plan below and write your article on the next page.

Before you write:

- Who are you writing this article for?
- Why are you writing the article?
- How does this affect the style you will write your article in?

Brainstorm ideas for your article

TITLE

What title are you going to give your article?

• _____

INTRODUCTION (first paragraph)

What's the person's name?

• _____

What's your relationship with this person?

• _____

Why are you writing about this person?

• _____

MAIN PART (second and third paragraph)

How do you know this person?

What's this person like? Describe incidents which describe this person's personality.

CONCLUSION (final paragraph)

What makes this person so special?

• _____

What effect does this person have on you or on other people?

• _____