



## Rosary School – Marj Elhamam

Name: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / 2025

Grade: 6 (A ,B ,C ,D ,E)

Subject: English

### Checkpoint Exam Revision Study Sheet

#### Writing Types: Structure + Sample



#### **Paper 1: Non-Fiction Writing**

In Paper 1, you will be asked to write a **non-fiction text**. This means real-life writing, not stories. The writing could be one of the following types:

1. **Persuasive Essay** – You try to convince the reader to agree with an opinion.
2. **Opinion Essay** – You share what you think about a topic and explain why.
3. **Balanced Argument** – You show both sides of an issue, then give your own view.
4. **Article** – Writing for a magazine or school newspaper.
5. **Report** – Formal writing about an event, activity, or research.
6. **News Report** – A formal piece of writing that gives facts about an event.



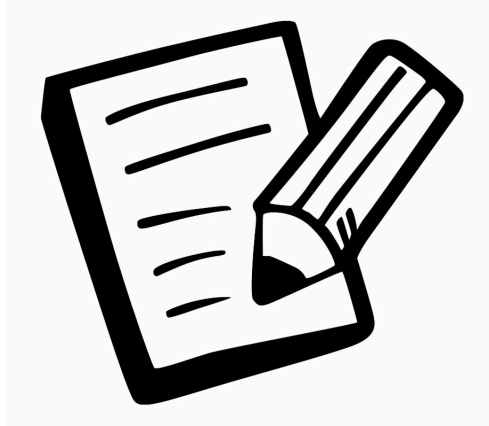
#### **Paper 2: Fiction Writing**

In Paper 2, you will write a **narrative (story)**.

This means: creating characters, describing settings, building a plot (beginning, middle, end) and using interesting vocabulary and dialogue.

The question could ask you to:

- **Continue writing a story** based on the text you read.
- **Write a new story from the beginning**, based on a topic or idea that is also linked to the text.



***Paper (1)***

***Non-Fiction***

## (1) Persuasive Essay

1) **Introduction:** You have to start your essay with something that would grab the reader's attention to read your essay. And you have to briefly mention the topic that you are going to talk about in your essay + mention your opinion briefly.

2) **Body:** In the body, you have to state **two reasons** that support your idea or point of view with an example for each reason (each reason is written in a separate paragraph and it starts with a \*topic sentence).

*\*Topic sentence: is a statement/sentence that tells what your paragraph will be about. So it states the main idea of your paragraph.*

3) **Conclusion:** In the conclusion, you have to summarize the reasons that you mentioned in the body of your essay without adding any new points.

### Sample:

#### **Children Should Be Allowed to Own a Mobile Phone**

Mobile phones have become an important part of a person's everyday life. However, some parents do not allow their children to own them. It seems to me that there are many good reasons to have a phone.

First of all, you can use your phone to call people if you are not at home. Sometimes, you might face an emergency which requires an adult's help. If you do not have a phone with you, then you could be in serious trouble. For example, if your friend falls down and gets an injury, you would need to call an adult for some assistance.

Moreover, mobile phones have useful applications which you can download. For example, you can download a dictionary application to look up difficult words. In addition, you could use the calculator application to help you solve complicated math problems. That means you can academically benefit from having a phone.

To conclude, mobile phones are extremely useful devices which can be used in emergencies and for helpful applications. Therefore, I believe that every child should be allowed to own one.

## (2) Opinion Essay

- 1) **Introduction:** You state the topic and state your opinion. (paragraph 1)
- 2) **Body (three paragraphs):**  
Paragraph (2+3) : Your viewpoint + reasons/examples (2-3)  
Paragraph (4) : The opposing viewpoint + reasons/examples
- 3) **Conclusion:** Restate your opinion and summarize the points mentioned in the body. (paragraph 5)

### Sample:

#### The Importance of Computers

Computers play an important role in the lives of most of us today, whether we realize it or not. Some people, however, are beginning to ask if we really need them. **In my opinion**, computers have become a necessary part of modern life.

**To begin with**, computers can save a lot of storage space. Storing information on computer disks is one of the most efficient ways of keeping data. **For example**, one computer disk can hold the same amount of information as several books.

**Furthermore**, computers save everyone a lot of valuable time. Stored information can be found at the touch of a button, whereas searching for it manually takes much longer. **For instance**, nowadays we do not have to go to the shop to do the shopping when we can do it online using our computers.

**Nevertheless**, there are those who claim that computers are unnecessary and make our lives more complicated. **They argue** that in the past we managed very well using other methods and that we have become too dependent on computers. **I completely disagree with them**, especially that they fail to consider that the time saved by using computers for repetitive tasks enables us to use our own time more creatively and productively.

**All in all**, **I strongly believe that** computers are a useful tool. They have changed our lives for the better and there is no reason why we should not make them work to our advantage.

### (3) Balanced Argument

- 1) **Introduction:** You state the topic in an eye-catching way. Do **NOT** express your opinion in a balanced argument, you are not persuading the reader!
- 2) **Body:** consists of two paragraphs:
  - ❖ The first paragraph should include the FOR opinion (advantage): mention only one idea in favor of the topic. Justify it and give examples.
  - ❖ The second one should include the AGAINST opinion (disadvantage): mention only one idea against the topic. Justify it or give examples.
- 3) **Conclusion:** Summarize the main ideas of the paragraphs. You can give your own opinion or state that there are different points of view.

#### Sample:

#### How Television Affects Children

Television is a part of everyday life for many children around the world. The impact it has can depend on how much time they spend watching and the type of programmes they choose. People often have different opinions about whether television is more helpful or harmful for children.

On one hand, one positive effect of television is that it can be educational. Many programs are designed to teach children about science, history, or even languages. For example, a child who watches a nature documentary can learn about animals and the environment in an interesting way. This type of television helps children gain knowledge outside of the classroom and can make learning fun.

On the other hand, too much television can have a negative effect on children's health. Sitting for long hours in front of a screen means they are not moving or exercising. This can lead to problems such as becoming tired, unhealthy, or even overweight. In addition, children who spend too much time on television may have less time for homework or outdoor activities.

In conclusion, television can be both useful and harmful for children. It may provide education and entertainment, but it can also cause health problems if children watch it too much. In my opinion, television can be a good thing for children if it is watched in moderation and combined with other healthy activities.

#### (4) Article / Informational Text

Articles are written works intended for a wide audience to view, and traditionally are published in magazines, newspapers, or journals. Articles can be about any topic from different events.

- 1) **Introduction:** A brief overview of the topic, introducing its main ideas.
- 2) **Body** (2-3 paragraphs, students are given the three prompts -bullet points- in the question and they should cover each one in a paragraph).
  - ☐ *Organize your ideas with **subheadings**:* use subheadings to divide your article into sections. This will help you organize your thoughts and make it easier for readers to navigate through your content.
  - ☐ Each paragraph should focus on a single idea or point. Start with a topic sentence that introduces the main idea of the paragraph, and then provide supporting details or examples.
- 3) **Conclusion:** Summarize the ideas of the text.

#### The Power of Sports

Sports are an important part of life for many children and adults. They are not only fun but also help us stay healthy, make friends, and learn valuable lessons. Whether it is football, basketball, swimming, or running, sports have many benefits that go beyond just playing a game.

##### Staying Healthy

One of the biggest benefits of sports is that they keep our bodies strong and fit. Playing football or running helps improve stamina, while swimming builds strength in many muscles. Regular exercise through sports can prevent health problems and give us more energy in our daily lives.

##### Teamwork and Friendship

Sports **also** teach us how to work with others. In team games like basketball or volleyball, players must cooperate, share ideas, and support one another. These experiences often lead to strong friendships because teammates learn to trust each other and celebrate victories together.

##### Building Character

Another advantage of sports is that they help us develop discipline and determination. Athletes learn that success comes with practice, effort, and patience. Even when a team loses, the experience teaches them how to stay positive and keep trying.

**In conclusion**, sports offer many benefits to children and adults alike. They help us stay healthy, build friendships, and learn important life skills **such as** teamwork and perseverance. For these reasons, sports are more than just games, they are a way of growing and improving ourselves.

## (5) Report

Sometimes you will be asked to write a **report**. You could be asked to write about a school trip or an organized school event.

A good report should consist of:

- title
- introduction
- body of the report
- conclusion
- recommendations

**When writing a report, pay attention to the following points:**

- The report is written using formal language.
- When you write your report, start with a title. For example, “Rosary Family Day”.
- When you write your introduction, you need to mention the purpose of the report based on the question itself.
- When writing the main body of the report, **write each part with a subheading**. Remember that the information included is factual and not based on opinions.
- When writing the conclusion of the report, you can include your opinion.
- Finally, when writing the **recommendations**, you need to mention the **actions that should be done in the future** and the consequences of these actions.

### **Example Question:**

Rosary School / Marj elHamam organized a “Family Day” on Friday, September 9<sup>th</sup>, 2025.

Your teacher has asked you to write a report on that event.

In your report, say what activities took place in that event, mention what you enjoyed in that event, and suggest how it could be improved if it is repeated next year.

Write a report for your teacher.

Your report should be about 150 words.

## Sample based on the example question:

### Rosary Family Day

By (student Name)

Amman – Rosary School, located in Marj Elhamam, organized a Family Fun Day last Friday, September 9th, 2025. This event was held to strengthen the relationship between the families and the school.

#### Activities

To begin with, the feedback from the students was positive, as there were many activities and games for the children to play involving their parents. The games included telematch, basketball, board games, jumping castles and cycling.

What students really loved was the magic show that was designed to create illusions. The magician looked like a prince. At first, he displayed some tricks with cards and coins. This amused the children greatly. The most amazing trick was when the magician pulled a rabbit out of the hat.

#### Food

A variety of food was served in different stations, such as burger, shawerma, falafel, hot dogs. Moreover, dessert stations attracted the children with their delicious types of sweets which made the event even more satisfying.

Overall, the day was a great success. Parents and students were thankful that the school organized such an entertaining event, and they would like to have similar activities next year.

#### Recommendations

However, many thought that it needs to be extended to at least two days next year. This would give them more opportunities to try more activities which they could not have the chance to enjoy.



## (6) News Report

A News Report Includes the following:

- **A headline:** It is the title of the report. It should be catchy and grab the attention of the readers.
- **A byline:** the name of the person who wrote the report. Remember, when you write your own news report, you will use your own name.
- **A placeline:** where the report was written / event took place.
- **A lead paragraph:** you must include the four questions:

**Who:** Who was involved in the incident? **What:** What exactly happened? **Where:** Where did it happen? **When:** When did it happen?

- **Body paragraph:** The second paragraph of the report explains **HOW** and **WHY** the incident happened.
- **Quotations:** In the third paragraph, you will need to include at least *one quotation* from someone who was part of the incident and who was interviewed for the report.
- **Additional Information** (optional): In the last paragraph, you may include any additional information the reader may want to know.

**Sample:**

### Disastrous Explosion Hits Beirut

Reported by: Malek Maktabi

Lebanon, Beirut - A disastrous explosion hit Beirut and damaged many houses along with injuring countless people yesterday, at 10:00 a.m.

The ground started shaking vigorously around 10:00 a.m, scaring people out of their houses. Glass shattered, closets fell over; it was too dangerous to stay inside or outside. Within five minutes, everyone was out on the streets.

"I woke up to make some coffee when the cabinet abruptly fell over and injured my hand," said George Haddad, who is one of the injured people. "It was very frightening."

The damages are now being repaired and all the citizens are helping out.



***Paper (2)***

***Fiction - Stories***

## Key Features of Narrative Writing

- **Characters:** Introduce people (or animals/creatures) in your story. Show their feelings, thoughts, and actions.
- **Setting:** Describe where and when your story happens. Use details to make it vivid for the reader.
- **Plot:** Make sure your story has a clear structure:
  - ☐ **Rising action:** Build up events that create suspense or problems.
  - ☐ **Climax:** The most exciting or important part of the story.
  - ☐ **Falling action and resolution:** Show how the problem is solved and what happens after.
- **Dialogue:** Use speech to make characters come alive and to show interactions.
- **Language and style:** Use interesting vocabulary, descriptive phrases, and varied sentence structures.

## Tips for Paper 2 Success

- **Plan before you write:** Make a short outline of characters, setting, and events.
- **Connect to the task:** If continuing a story, make sure your continuation matches the text. If writing a new story, make sure it relates to the topic.
- **Use paragraphs:** Start a new paragraph when the scene changes or a new character speaks.
- **Remember plot structure:** Don't forget to include rising action, climax, and falling action so your story is exciting and complete.

A story could be of normal events. However, sometimes, you could be asked to write a suspense story.

## Suspense Story Elements

A suspense story **does not** need to start from something predictable such as 'Once upon a time'...

### Techniques to begin a story:

- **Use senses:** Use senses to set the scene and describe the weather, atmosphere, surroundings or people's reaction to create mystery or suspense.
- **Use direct speech**
- **Refer to feelings and mood**

Stories or myths involving suspense require imagination and the ability to create anxiety or fear about what might happen next. The reader needs to feel the tension and suspense and needs to identify with the situation and the character.

Things to keep in mind:

- **Narrator** ⇒ 1st or 3rd person
- **Location** ⇒ The location needs to have an element of danger or risk such as an abandoned house, a tunnel or cave, a cliff top,...
- **Characters** ⇒ Plan **2-3 people** in your story. They need to face a problem and try to overcome it.
- **Time pressure:**  
A time-sensitive plot increases suspense. It makes the reader want to know about the outcome of a suspenseful situation and thus grabs interest.  
  
For example: A man is trying to escape an enchanted forest. He's given two hours before he's stuck there forever.
- **Likable hero(ine):**  
It helps if the character of your story is likable. Your reader will be more interested in the outcome of the situation.
- **Anticlimax:**  
Anticlimax is a term used to describe a disappointing turn of events or "let down" that occurs after tension builds in a text.

For example: *A young girl approaches a closed door. There is a scratching sound coming from behind the door. When she opens it, a cat comes out.*

# How does a writer create suspense in their stories?

## 1- Short sentences

### a. To create tension

When an author starts using short phrases, usually it is a sign that something might happen. So it is a way to create tension.

For example, if the writer depicts the robbery that took place at night, he may write:

*'It is a deep night. No noises. No sounds. Just a light shade of the moon is seen.'*

### b. To present sudden events or actions

Another important usage of the short sentences is associated with the out-of-the-blue events or acts.

For example, the story tells about the girl who is lost in the forest late at night:

'The girl is scared. She rushes without proper direction and tries to keep her tears away. She hopes to find the right way and get out of this terrifying place. Suddenly, she hears a strange noise. Bang! Here I am! She is not alone! Not anymore! Will she get out?

## 2- Strong, effective verbs

- Using strong verbs helps writers emphasize their point. It helps the reader imagine what is happening and understand the characters better.

Examples:

She walked through the corridor.	She <u>slinked</u> through the corridor.
I wanted to visit this forest for as long as I can remember.	I <u>longed</u> to visit this forest for as long as I can remember.
I held the steering wheel firmly.	I <u>clenched</u> the steering wheel firmly.

### 3- Wide range of punctuation to control the pace of the reading

The night had started to set in. The trees were creaking and the owls flew among them. We walked through the lane. The green house could be viewed from a distance.

Suddenly, Nandu said, “Didi, can we go to the green house?”  
“But Nandu, granny will be furious with us.” I replied.

Nandu had made up his mind. While I was looking behind me to check if granny could see us, Nandu had already started moving towards the house. I followed him. We moved one step at a time to the entrance of the house- it took a lot of courage for me to do that.. Before I could back out, we were inside. That’s when we saw it.

### 4- Ellipses

Ellipses can create suspense by adding a pause before the end of the sentence.

Example:

I knew I had to go in, the note said to meet them there. I entered the dark room, sat down and waited.

Jeff should be back with wood for the fire by now. I was starting to worry that he wouldn’t make it back in time before dark. It was getting cold. Extremely cold....

#### Introduction

Introduce your key characters in the story and the setting. **(Where? Who? What? Why? When? How?)**

#### Main body ( 2-3 paragraphs )

Build up the story in the order it happened. Development of characters and setting.

- Use dialogue.
- Use plenty of adjectives and adverbs to describe characters and bring your story to life.
- Powerful verbs create a memorable picture of the action.

#### Conclusion

Refer to moods, consequences, people’s reactions. Feelings and comments.

- Resolution/ Closed-ended (it occurs when story conflicts and mysteries are revealed)
- Twist (completely unexpected turn of events)
- Cliff-hanger (a dramatic and exciting ending to a story, leaving the reader in suspense) - open ending

## Sample:

In Lucy's attic bedroom it was still pitch black. But if she had been awake, she would have heard a strange sound—a skylark singing high in the darkness above the house. And if she had been standing in the garden, and looking up into the dark sky through binoculars, she might have seen the glowing, flickering body of the lark, far up there, catching the first rays of the sun, that peered at the bird from behind the world.

The lark's song showered down over the dark, dewy fields, over the roofs of the houses, and over the still, wet gardens. But in Lucy's bedroom it mingled with an even stranger sound, a strange, gasping whimper.

Lucy was having a nightmare. In her nightmare, somebody was climbing the creaky attic stairs towards her. Then, a hand tried the latch. It was a stiff latch. To open the door, you had to pull the door towards you before you pressed the latch. If you didn't know the trick, it was almost impossible to open the door. The hand in Lucy's nightmare did not seem to know the trick. The latch on the door clicked and rattled but stayed shut.

Then the latch gave a loud clack, and the door swung wide. On her pillow, Lucy became silent. She seemed to have stopped breathing.

For long seconds the bedroom was very dark, and completely silent, except for the faint singing of the skylark.

Then, in her dream, a hand was laid on Lucy's shoulder. She twisted her head and there, in her dream, saw a dreadful thing bending over her. At first, she thought it was a seal, staring at her with black, shining eyes. But how could it be a seal? It looked like a seal covered with black, shiny oil. A seal that had swum through an oil slick and climbed into her attic bedroom and now held her shoulder with its flipper.

But then she saw, on her shoulder, not a flipper but a human hand. And the hand, too, was slimed with black oil. Then Lucy suddenly knew this was not a seal but a girl, like herself, maybe a little bit younger. And the hand began to shake her, and the girl's face began to cry: 'Wake up! Oh, wake up! Oh, please wake up!'

She cried those words so loud it was almost a scream, and Lucy did wake up.

She sat up in bed, panting. What a horrible, peculiar dream. She pulled the bedclothes around her, and stared into the darkness towards the door. Was it open? She knew the door had been closed, as every night. But if the door was now open...

***You are ALL wonderful writers!***

*We believe in you!*

***Best of Luck in your English Checkpoint exam.***

*With love,  
Your English teachers,  
Ms. Rona and Ms. Joleen*

