

GRADE **12**

SEMESTER 2



12B

PORTAL

TO ENGLISH

UNIT 7

READING - VOCABULARY – GRAMMAR -WRITING

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Vocabulary Pages 100 and 106

Exercise A, SB, Page 100

Word	Meaning
solve	يحل / يكشف لغز
investigate	يتفحص / يتحقق
ordinary	عادي
simple	بسيط / سهل
clue	مفتاح لحل لغز
evidence	دليل

Please, do Exercise A, in SB, page 100.

Complete the sentences:

ordinary	clue	evidence	detective	investigate	solve
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1. The judge has no to prove that he was guilty.
2. The police have to the place of the crime to find some clues.
3. Although they are very rich, they live a(n) life.
4. This mathematical problem is very difficult that I can't it
5. The teacher gave us a(n) that helped us answer the question.

Choose the correct answer to complete the sentences.

1. The question was very _____. All the students were able to answer it.
(simple / ordinary / clue / evidence)
2. You can't accuse anybody without _____.
(simple / ordinary / clue / evidence)
3. The _____ helped me solve the problem.
(simple / ordinary / clue / investigate)

Exercise B, SB, page 100: Phrasal Verbs

Phrasal Verb	Meaning In English	Meaning in Arabic
turn in	tell the police what sb has done / where sb is	يعترف / يسلم نفسه
find out	discover	يكتشف
let off	not punish sb who has done sth wrong	يطلق سراح
clear up	explain sth	يشرح
held up	to rob by using a gun	يسطو بسلاح
break out	to escape from somewhere	يهرب من مكان
lock up	to put sb in jail	يسجن / يبقى في السجن
run off with	to take sth without permission/ steal	يسرق
get away	to escape from sb	يهرب من شخص
break in	to enter by using force	يدخل بالقوة / يقتحم مكان

Complete the sentences with the correct preposition:

1. When the bank robbers realised that the police were looking for them, they decided to turn themselves _____.
(in / on / at / with)
2. The detective is determined to find _____ who committed the crime.
(in / on / out / with)
3. We were relieved that the police officer let us _____ with just a warning!
(of / off / out / away)
4. The teacher helped us clear _____ the misunderstanding and we are all friends again.
(in / on / up / with)
5. They held _____ the supermarket in broad daylight.
(up / on / out / away)
6. The prisoner broke _____ of prison by digging a tunnel.
(in / on / at / out)

7. Ed's lawyers did everything they could to get him released, but he was locked _____ until the trial.

(in / up / out / with)

8. As I was walking home from the bank, someone grabbed my bag and ran _____ with it.

(up / on / off / out)

9. The criminals got _____ in a stolen car.

(with / away / without / off)

10. The thieves broke _____ through a basement window and stole a valuable painting.

(in / on / at / with)

Prepositional Phrases, Page 100, Exercises C .

Prepositional Phrases with "for"		Prepositional Phrases with "without"	
for a change	للتغيير	without warning	بدون تحذير
for certain	بشكل أكيد	without permission	بدون استئذان
for the best	بشكل أفضل ما يكون	without fail	بدون فشل
for good	لشيء جيد	without exception	بلا استثناء
for all I know	بكامل معرفتي	without trace	بدون أثر
for the time being	لوقت الحالي	without knowledge	بدون معرفة
for nothing	لِ لا شيء	without delay	بدون تأخير

Choose the correct answer to complete the sentences.

1. We always order pizza. Why don't we order Chinese _____ ?

(for a change / for certain / for all I know / for knowledge)

2. Omar's injury might keep him from returning to the police force _____ .(

(for the best / for good / for a change / for nothing)

3. I don't know where Diane is. _____ , she could be in one of those shops trying on clothes.

(For good / For all I know / For nothing / For the best)

4. _____ , I'm living with my cousin, but I'm looking for a flat of my own.

(For good / For nothing / For the time being / For all I know)

5. I didn't get the job in Australia, but perhaps it's _____ since I know I'd miss my family.
(for a change / for all I know / for certain / for the best)
6. In the end, Mr. Mellows did not purchase the second-hand car - all that research _____ !
(for good / for the best / for a change / for nothing)
7. The monkey attacked the zookeeper without _____.
(warning / permission / exception / fail)
8. That report has to be finished by five o'clock today without _____.
(warning / permission / exception / fail)
9. Everyone, without _____, must obey the law.
(warning / permission / exception / fail)
10. Police officers are still searching for the bank robbers who seem to have disappeared without _____.
(trace / fail / warning / exception)
11. Jack bought a motorbike without his parent's _____. Now he's in serious trouble.
(trace / knowledge / warning / delay)
12. Quick! Get everyone back into the coach without _____.
(trace / knowledge / warning / delay)

Vocabulary page 106,

Exercise A.

	ACTION (VERB)	CRIME	CRIMINAL
يسرق	steal	theft	thief
يسطو	rob	robbery	robber
يقتل	murder	murder	murderer
يسطو / يقتحم	burgle or break in/into	burglary	burglar
يختطف	kidnap	kidnapping	kidnapper
يسرق من المتجر	shoplift	shoplifting	shoplifter
تخريب	vandalise	vandalism	vandal
يخترق	hack	hacking	hacker

Choose the correct answer to complete the sentences.

1. Did you hear about the _____ that happened in our area yesterday?
(steal / stolen / theft / thief)
2. Luckily, the _____ was caught and sent to prison.
(rob / robbing / robbery / robber)
3. The criminal was sentenced to 25 years because of a _____ that he committed.
(murder / murderer / murdered / murdering)
4. The _____ broke into the house and stole the jewels.
(burgle / burgling / burglary / burglar)
5. Two men _____ his son, and they are asking for money to release him.
(kidnapped / kidnapping / kidnapper / kidnaps)
6. The police recognised the _____ through the CCTV cameras in store.
(shoplift / shoplifted / shoplifting / shoplifter)
7. These acts of _____ took place during the night.
(vandalise / vandalised / vandalism / vandal)
8. Don't give your personal details to anybody because he might _____.
(hack / hacked / hacking / hacker)

Exercise B, page 106: Collocations

Collocation	Meaning
break the law	يخالف القانون
commit a crime	يرتكب جريمة
take somebody to court	يأخذ شخص الى المحكمة
find somebody guilty / innocent	يجد شخص مذنب أو بريء
pay a fine	يدفع غرامة
serve time in jail/ prison	يخدم وقت في السجن
bring a criminal to justice	يحضر مجرماً للعدالة

Complete the sentences with a word from the list below.

innocent	fine	serving	break	guilty	commit
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1. People shouldn't _____ the law so that they can keep their lives safe and sound.
2. She payed a _____ of 5000 QR for crossing the red light.
3. You can't escape from justice if you _____ a crime.
4. He was sent to jail because the judge found him _____ .
5. After _____ 5 years in prison, he was released.

Exercise C, page 106: Phrasal Verbs

Phrasal Verb	Meaning
sentence to	حكم بـ
arrest for	يلقى القبض عليه بتهمة
blame sb for	يلوم شخص على
accuse sb of	يتهم شخص بـ
charge sb with	يتهم شخص بـ
escape from	يهرب من

Complete the sentences with the correct word from the list below.

sentenced	arrested	blame	accusing	charged	escaped
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1. Two prisoners _____ **from** prison last night.
2. He was _____ **for** driving without a licence.
3. Don't _____ me **for** your mistake.
4. Are you _____ me **of** stealing your wallet? How dare you!
5. The police arrested Mr. Lowes and _____ him **with** theft.
6. Because of the cruel nature of his crime, he was _____ **to** 15 years in prison.

Exercise D, SB, Page 106

Word	Meaning	Word	Meaning
rob	يسطو (على بنك)	robber	الذي يسطو بسلاح
steal	يسرق	thief	لص
shoplift	يسرق من متجر	burglar	الذي يقتحم مكان ما
Break into	يقتحم		
cheat	يغش	victim	ضحية
trick	يخدع	suspect	متهم
lie	يكذب	(eye) witness	شاهد

D. 🔑 Complete the sentences with the correct form of the words in the boxes. Then check your answers using a dictionary.

rob steal shoplift break into

1. Someone _____ my watch!
2. The teenager _____ a scarf from the shop.
3. He _____ the bank in Hatton Street.
4. Someone _____ my car and took my briefcase from the back seat.

cheat trick lie

5. Don't _____ to me. Tell me the truth.
6. He _____ me into giving him money.
7. Students who _____ in the test will be punished.
8. I don't trust salespeople. A lot of them are trying to _____ you.

robber thief burglar

9. A _____ stole my luggage while I was sleeping at the airport.
10. The _____ broke into the house when the family was away.
11. At least five people witnessed the holdup at the bank, but they are reluctant to give information about the _____ to the police.

victim suspect (eye)witness

12. The police followed the two _____ and finally caught them in the act.
13. According to a statement made by a(n) _____, the thief had a scar on his left arm.
14. No one ever feels safe again once they've been the _____ of a crime.

15. He was seen _____ some items from that shop.
(robbing / stealing / shoplifting / murdering)
16. The tried to _____ the bank but they couldn't because of the security guards.
(rob / steal / shoplift / burgle)
17. The teacher gave him a zero because he _____ in the exam.
(tricked / cheated / lied / robbed)
18. The _____ broke into his home and stole the jewels of his wife.
(robber / thief / burglar / murderer)
19. One of the two _____ admitted committing the crime.
(victims / witnesses / suspects / liers)
20. The eye _____ made a statement that helped identify the thief.
(victim / witness / suspect / liar)

Unit 7/ Grammar: Conditional Sentences

1) Type 2 Conditional

- This type is **unreal and imaginary**. It expresses **improbability** in the future or an **unreal situation** in the present.
- It can also be used to give advice

If + Sub. + simple past.....	Sub. + would/could/should + infinitive (verb 1)...
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Examples:

1. If you **studied** hard, you **would pass** the test. (He doesn't study)
2. If he **had** money, he **could buy** a sandwich. (He doesn't have money)
3. I (consult) a doctor if I **were** you. (advice)
4. If it (snow) in qatar, I **would make** a snowman. (imaginary/ Improbable)

2) Type 3 Conditional

This type expresses an event that could have occurred in the past but in fact did not.

It refers to an **imaginary situation in the past**. It can also be used to **express regrets** and **make criticism**.

If + Sub. + past perfect..... (had + past participle (v.3))	Sub. + would/could/should + have + V. 3.....
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Examples:

1. If you **had phoned** me in advance, I **would not have waited** for you.
(He didn't phone me, so I waited for him)
2. If he **had had** money, he **could have bought** a car.
(He didn't have money, so he didn't buy a car)
3. If I had been to Paris, I (see) Eiffel tower.
4. They **wouldn't have made** an accident. If they..... (drive) slowly.

Complete the sentences with the correct form of the verb between brackets.

1. If you sent this letter, she (receive)it on the next day.
2. If I (do)..... this test, I would improve my English.
3. Salma (go) shopping if she had time in the afternoon.
4. Simon would have gone to London if he (find) a cheap flight.
5. If they had studied harder, they (not/fail) the exam.
6. If it (rain) , I would have watered the plants.

Rewrite the following sentences using conditionals/ (If).

خطوات الحل:

- 1- إذا كانت الجملة في المضارع نستخدم النوع الثاني من الجمل الشرطية.
وإذا كانت الجملة في الماضي نستخدم النوع الثالث من الجمل الشرطية.
- 2- جملة السبب توضع بعد if هي ال (if-clause) وجملة النتيجة هي ال (main clause).
- 3- الشق المنفي يصبح مثبت والشق المثبت يصبح منفي.

1. The police arrested the driver because he went through a red light. (If)

2. I won't go to Italy on holiday this summer because I don't have enough money. (If)

3. I didn't go to Italy on holiday last summer because I didn't have enough money. (If)

4. My brother broke his leg and missed the hiking trip. (If)

5. I don't worry about burglars because we have an alarm system. (If)

6. Janet exercises every day and that's why she's so fit and healthy. (If)

7. The police didn't arrive at the bank in time so the robbers got away. (If)

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

If-Clause	Main clause
Type 2	Type 3
If I had more money, I would have bought tickets for the Olympics.	

If-Clause	Main clause
Type 3	Type 2
If I had practiced more, I would be a professional gymnast now	

If-Clause	Main clause
Type 3	Type 2
If I had bought the tickets, I would attend the match tonight.	

Correct the verb between brackets.

1. If I were a few centimetres taller, the coach (choose) me to play in The basketball team.
2. If we (not/miss) the flight, we would be on a beach in the

Caribbean now.

3. She (watch) the film tonight if she had finished her exams.
4. They would have participated in the elections if they (register).
5. If Greg had passed his driving test, he (be) able to borrow his dad's car.
6. Huda wouldn't have left her mobile in a clothes shop if she (not/be) so absent-minded.

Wishes/ Unreal Past

- **We use wish / if only + Past Simple to make a wish** about a present or future situation which we would like to be different.

1. I **live** far away. (affirmative present verb فعل مضارع مثبت)
I **wish** you **didn't live** far away. (negative past verb فعل ماضي منفي)
2. I **don't have** a job. (negative present verb فعل مضارع منفي)
If **only** I **had** a job. (affirmative past verb فعل ماضي مثبت)

Rewrite the following using (wish / if only)

1. She doesn't know English.
She wishes _____
2. We go to sleep late.
If only _____
3. I am short.
I wish _____

- **We use wish / if only + could + base form to express regret** about something we cannot do at present.

- I **can't drive** a car. / I **don't drive** a car.
I wish I could drive.
- I **can't visit** you more often. / I **don't visit** you more often.
If only I could visit you more often.

- I don't know how to make omelet.

I wish _____

- She can't understand Maths.

If only _____

- **We use wish / if only + would + base form** to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is unlikely to change (the subject of *would* must be different from that of *wish*).

- You **don't stop** criticizing me!

*I **wish** you **would stop** criticising me!*

- People **pollute** nature!

***If only** people **wouldn't pollute** nature!*

- He makes fun of me.

If only _____

- They don't bring their stationary to school.

The teacher wishes _____

Past Reference:

We use wish / if only + Past Perfect Simple to express regret about something that happened or didn't happen in the past.

- She **failed** the exam. (affirmative past verb فعل ماضي مثبت)

- She **wishes** she **had not failed** the exam. (negative past perfect verb فعل ماضي تام منفي)

- I **didn't check** the weather forecast before the trip. (negative past verb فعل ماضي منفي)

- I **wish** I **had checked** the weather forecast before the trip. (affirmative past perfect verb فعل ماضي تام مثبت)

- We didn't attend the match because Ali didn't buy the tickets.

If only _____

- She didn't travel because she had lots of studying to do.

She wishes _____

Sub. + Wish IF only	+ subject	past simple verb (verb 2 / didn't + verb 1)	تمني عكس الحاضر
		Could (not) + verb 1	تمني القدرة للقيام بعمل ما
		Would (not) + verb 1	تمني تغيير حدث مزعج
		Past perfect (had (not) + verb 3)	تمني عكس الماضي

Study Grammar Reference on page (GR6)

Rewrite the following sentences.

1. Salem doesn't have a car.

He wishes.....

2. Our friends didn't attend Ahmad's birthday party.

If only.....

3. You can't connect to the Internet, so you can't send me the email.

I wish.....

4. Ali's father felt sorry because his son failed his university courses.

Ali's father wishes.....

A- Correct the verb between brackets.

1- If you _____ (not/be) well, you would stay in.

2- If I _____ (know) you'd come, I would have made you an omelette.

3- If you were rich for a day, what _____ (do/you)?

4- If I had heard the news, I _____ **(tell)** you.

5- The world would be a better place if more people _____ **(give)** money to charities.

6- If only I _____ **(study)** harder for the exam.

7- If Paul _____ **(not/go)** skiing, he wouldn't have broken his leg.

8- If Steve _____ **(eat)** healthier food, he would be fit.

9- If you hadn't made any mistake, you _____ **(get)** a full mark.

10- If I _____ **(have)** an aspirin for my headache, I would feel better.

B- Choose the correct answer.

11- You _____ the sauce if you didn't turn the heat down.
(burn / burnt / will burn / would burn)

12- I would put an icepack on your ankle if I _____ **(be)** you.
(am / were / will be / would be)

13- If she _____ **(take)** the medication, she wouldn't be ill now.
(take / takes / had taken / would have taken)

14- If you studied hard, you _____ **(pass)** the final test.
(pass / passed / will pass / would have passed)

15- If I were ill, I _____ **(see)** a doctor.
(see / saw / will see / would see)

16- I wish she _____ **(tell)** us why she is sad.
(tells / told / will tell / can burn)

17- She wishes she _____ **(live)** closer to work.
(lives / living / can live / could live)

18- Tom wishes he _____ **(not/eat)** so much. That is why he has a stomach ache now.
(doesn't eat / can't eat / hasn't eaten / hadn't eaten)

19- He wishes he _____ **(not/twist)** his ankle in the game he played yesterday.
(doesn't twist / didn't twist / couldn't twist / hadn't twisted)

20- I wish he _____ **(attend)** the ceremony tomorrow.
(attend / attended / will attend / could attend)

B- Rewrite the sentences using the words in brackets.

1- Cory can't study. He has a migraine. **(If)**

2- Mark didn't clean his cut. It got infected. **(If)**

3- Karen doesn't know how to cook, so she didn't make the food for the dinner. **(If)**

4- I'm not well, so I didn't go out. **(If)**

5- Paul ran in the cold, so he's ill now. **(If)**

6- It's a pity I can't join you for dinner. **(wish)**

7- It is raining so we can't go out. **(if only)**

8- You want to go to the cinema but you have a fever. **(wish)**

Unit 7/ Reading

Read the following text, and then answer the questions that follow.

(1) 'Now, Watson,' Holmes, said rubbing his hands, 'we have half an hour to ourselves. Now to work! Someone entered this room, but how – and how did they leave? The door has not been opened since last night. What about the window?' He carried the lamp across to it, muttering his observations aloud, but speaking to himself rather than to me. 'Window locked on the inner side.'

(2) Framework is solid. No hinges at the side. Let us open it. No water pipe near. Roof quite out of reach. Yet a man has been here for sure. It rained a little last night. Here is a footprint upon the sill. And here is a circular muddy mark, and here again upon the floor, and here again by the table. See here, Watson!'

(3) I looked at the round muddy circles. 'This is not a footmark,' said I. 'It is something much more valuable to us. It is the impression of a wooden stump. You see here on the sill is the boot-mark, a heavy boot with the broad metal heel, and beside it is the round mark,' Holmes cried.

(4) 'It is a wooden legged man,' I remarked.

'Quite so. But there has been someone else — a very able and efficient ally. "Could you climb that wall, doctor?'

'It is absolutely impossible,' I answered.

(5) 'Without help it is. But, if you had arranged for a friend be up here, they would be able to lower this strong rope which I see in the corner. They could secure one end of it to this great hook in the wall. Yes, if you used the rope, then you could climb up. You would depart, of course, in the same way, and your ally would pull up the rope, untie it from the hook, shut the window, lock it on the inside, and get away in the way that he originally came. As a minor point it may be noted,' he continued, fingering the rope, 'that our wooden legged friend, though a good climber, was not a professional sailor as his hands were not rough. If his hands had been rough, he would not have left these marks. As it is, we can see several blood marks, especially towards the end of the rope, from which I gather that he slipped down with such speed that he took the skin off his hands.'

1. What is the type of the text?
 - A. a flyer
 - B. a story
 - C. a book review
 - D. a magazine article

2. From which point of view the story is narrated?
 - A. 1st person
 - B. 2nd person
 - C. 3rd person
 - D. 2nd and 3rd person

3. Which of the following is **a feature** of the text?
 - A. uses direct speech
 - B. gives personal opinions
 - C. addresses the reader directly
 - D. provides a summary of events

4. How does Holmes work out that more than one person was involved in the break-in?
 - A. The window is damaged on the inside.
 - B. There are footprints from two different people.
 - C. The outside wall is impossible to climb without help.
 - D. Someone else closed the window to keep out the rain.

5. Why does Holmes mention the blood marks on the rope?
 - A. to indicate that the rope is particularly rough
 - B. to prove that the man was in a hurry to leave
 - C. to explain how he knows the man was not a sailor
 - D. to show how the man was able to climb up the wall

6. Which of the following is NOT true about the case?

- A. The window had been locked all night.
- B. Someone inside the house was involved.
- C. The man did not enter the room through the door.
- D. There was no way of entering the room from the roof.

7. Mention **ONE Narrative Technique (language Feature)** that the writer used in paragraph 1.
Support your answer with evidence from the same paragraph

Technique / Feature	.....
Evidence	.....

8. What made **Charlock Holmes** conclude that there was a wooden-legged man?
Write down two things for that conclusion.

Thing 1	.....
Thing 2	.....

9. According to paragraph 5, mention **THRE** things that the men did to escape.

Thing 1	.....
Thing 2	.....
Thing 2	.....

Reading 2:

Read the following text, and then answer the questions that follow.

Journey to the Centre of the Earth

(1) *Journey to the Centre of the Earth* is a science-fiction film directed by Eric Brevig and Adapted from Jules Verne's classic novel. This 3D blockbuster is about an incredible journey all the way to the centre of the Earth. The leader of the expedition is Professor Trevor Anderson and he takes along his teenage nephew, Sean Anderson, and Hannah Ageirsson, the daughter of a famous scientist.

(2) The film starts when Trevor discovers a book describing the last journey of his missing Brother Max. Trevor and Sean decide to follow in Max's footsteps to Iceland, where they meet Hannah. As the three climb a mountain, a thunderstorm forces them to seek shelter in a cave. However, they get trapped inside the cave and, searching for a way out, they fall into a hole –only to discover the lost world at the centre of the Earth!

(3) *Journey to the Centre of the Earth* is an adventure that is lots of fun and full of impressive 3D effects. In particular, the scenery is spectacular with the landscape looking weird and, at the same time, very real. Indeed, debut director Brevig is an award-winning 3D artist and the film is the first narrative feature to be shot entirely in digital 3D. The dialogue is sometimes witty, but there is often too much explanation of the plot. Similarly, because the film concentrates on its 3D, character development is weak. Having said that, as an entertaining way to spend a couple of hours, *Journey to the Centre of the Earth* is a film that all the family will enjoy.

1. What is the type of the text?
 - A. a flyer
 - B. a story
 - C. a film review
 - D. a magazine article
2. Which of the following is **NOT a feature** of the text?
 - A. uses direct speech
 - B. gives personal opinions
 - C. contains descriptive language.
 - D. provides a summary of events
3. What is the reviewer's opinion of the film?
 - A. He advises children not to watch it.
 - B. He thinks it is not worthy watching.
 - C. He states that the scenes are not real.
 - D. He believes it can be watched by all the family.
4. Who are the main characters of the film?

Character 1	.....
Character 2	.....
Character 3	.....

5. From paragraph 3, mention TWO negative points that the reviewer wrote about the film.

Character 1	.....
Character 2	.....

Language Features

Features of A Story	Features of A Book/ Film Review
Direct Speech	Descriptive language
Descriptive language	Gives personal opinions
Point of View (1 st person / 3 rd person	provides a summary of events
Linking words	Addressing the reader
Figurative language (simile / metaphor)	

Unit 5: Writing: A Story

The stages of plot development:

Paragraph 1	Exposition	introduces the main character(s), creates the setting (time and place) and establishes the context of the story
Paragraph 2	Rising Action	builds tension by describing the series of events leading up to the most intense moment in the story
Paragraph 3	Climax	describes the dramatic turn of events
Paragraph 4	Falling Action	describes the series of events following the turning point of the story
Paragraph 5	Resolution	shows how the situation ends or is finally dealt with

Techniques To Start a Story:

- A. a rhetorical question
- B. a dramatic statement
- C. an inspiring/memorable quotation by a famous or important person
- D. interesting/shocking facts/statistics
- E. the words of a/the main character
- F. a vivid description of the setting

Writing Prompts

Topic (1)	".....laughs well who laughs last." Write a STORY that ends with the above saying. <i>(200 – 300 words)</i> Make sure your story has an adequate plot and covers enough details about the setting and the characters. <i>* Your story will be evaluated on the basis of clear and organized ideas, strong details and effective sentences.</i>
Topic (2)	Write a STORY about a situation that changed your life and taught you a lesson. <i>(200 – 300 words)</i> Make sure your story has an adequate plot and covers enough details about the setting and the characters. <i>* Your story will be evaluated on the basis of clear and organized ideas, strong details and effective sentences.</i>
Topic (1)	Write a STORY about a memorable school experience. <i>(200 – 250 words)</i> Make sure your story has an adequate plot and covers enough details about the setting and the characters. <i>* Your story will be evaluated on the basis of clear and organized ideas, strong details and effective sentences.</i>

Topic

(2)

Write a **STORY** about an exciting experience that seriously affected your life or the life of a person you know. (200 – 250 words)

Make sure your story has an adequate plot and covers enough details about the setting and the characters.

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

Topic

(1)

Write a **STORY** about a lesson you learned the hard way.
(200-250 words)

Make sure your story has an adequate plot and covers enough details about the setting and characters.

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

Topic

(2)

Write a **STORY** about an encounter with a special person that left a lasting impression on you.

(200-250 words)

Make sure your story has an adequate plot and covers enough details about the setting and characters.

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

A Day That I Will Never Forget

It was a bright, sunny Friday morning. I woke up and had my breakfast. It was the first day of our holiday and my family and I had planned to go somewhere to celebrate the end of the year. As we were sitting and planning the event in the living room, something kept pinging my brain, as if a signal — I was not comfortable.

As we were planning the celebration, I ignored the disturbance in my mind and concentrated on various other things being planned.

It was decided that we would celebrate the end of the year in a mall. So in the evening, we got ready and sat in the car. I was sitting close to my beloved brother. Unaware of the future, I felt scared — I was disturbed and wasn't feeling happy at all.

We walked into the overcrowded mall. There were numerous things to look forward to and soon I forgot about the weariness I was having. After an hour or two, I noticed the absence of my brother. I started yelling at my busy family who jumped when they heard my first yell.

My family and I started to look for my brother. Tears filled my eyes when I searched the whole mall without a sign of my brother. Announcements were made but I couldn't see my brother. Then I remembered the ice cream shop that I used to take my brother to and buy him an ice cream. I rushed quickly towards it. "Oh, no, you are here lacking ice cream, and we are all looking for you." I hugged him and took him back to where my family was. We were very happy to find him safe and sound.

[illegible]