دليل المراجعة النهائية الشاملة للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج الإماراتية
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثامن ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف
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المزيد من مادة لغة انجليزية: ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
إعداد: Alkhawwar Ali Fatema

التواصل الاجتماعي بحسب الصف الثامن					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول	
مواصفات ونماذج اختبارات نهاية الفصل للغة الإنجليزية	1
دليل مراجعة اختبار نهاية الفصل	2
دليل مهارات الكتابة وتلخيص الأفكار الرئيسية - Success to Up Rise ,Deep Dive الثامن المتقدم	3
دليل مهارات الكتابة وتلخيص النصوص – Stars the for Shoot	4
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تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

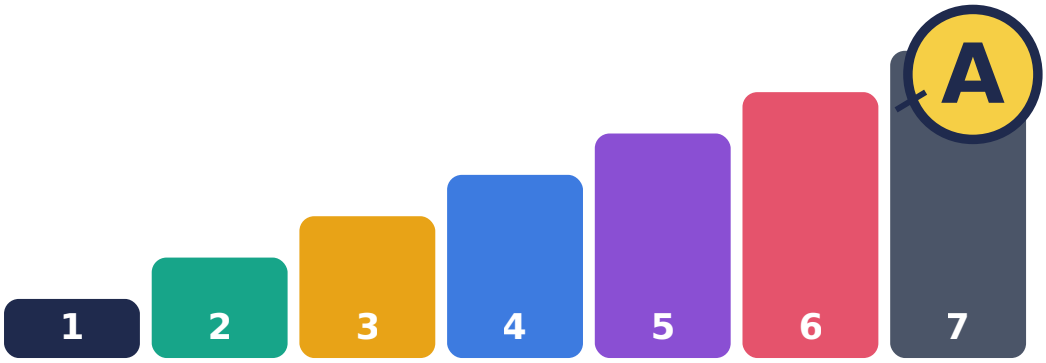
مجمع زايد التعليمي - الرفاعة
Zayed Educational Complex - Al Riffa

GRADE 8 GENERAL | END OF TERM 1 · 2026 – 2027

The Complete Revision

Step by Step to Achieve an A

English · Units 1–4 · The Ocean · Space · Scientific Wonders · Who am I?



1	Step 1: Know your exam	4
2	Step 2: Revise the units	5
3	Step 3: Learn the words	13
4	Step 4: Master the grammar	16
5	Step 5: Read like a pro	30
6	Step 6: Write for top marks	39
7	Step 7: Check and improve	57

Start with “Your Road to an A” on page 2.

Name: ..... **Class:** .....

مديرة المجمع :
مهرة سعود القاسمي

T. Fatema Ali Alkhawwar

Your Road to an A

How to use this book: work through the 7 steps in order. Tick each step when you finish it, check your answers, and write your score. Then go back to anything you got wrong; that is how A students revise.

Step	What to do	Page	Done	My score
1 Know your exam	Read *Exam at a glance*. Learn the 4 exam-day tips.	4	☐	–
2 Revise the units	Read the 4 unit maps. Do each quick check.	5	☐	..... / 32
3 Learn the words	Learn the 25 exam words. Do the vocabulary sheet.	13	☐	..... / 30
4 Master the grammar	Do Grammar Sheets 1–4. Score the four exam-practice texts.	16	☐	..... / 20
5 Read like a pro	Read the guide. Do Readings 1–4 (8 exam questions each).	30	☐	..... / 32
6 Write for top marks	Use the Writing Toolkit. Do Writing Sheets 1–5 and one extra task. Ask your teacher to mark them.	39	☐	1.1: ..... / 15 1.2: ..... / 25
7 Check and improve	Check every answer. Redo every question you got wrong.	57	☐	–

My 10-day revision plan

Day	Task	Done	Day	Task	Done
1	Step 1 + Unit 1 map	☐	6	Reading guide + Readings 1–2 (3A)	☐
2	Unit 2, 3 and 4 maps	☐	7	Readings 3–4 (3B)	☐
3	Vocabulary sheet; learn the 25 words	☐	8	Writing Toolkit + Writing Sheet 1	☐
4	Grammar Sheets 1 and 2	☐	9	Writing Sheets 2 and 3	☐
5	Grammar Sheets 3 and 4	☐	10	Writing Sheets 4–5 + one extra task	☐

My mock exam tracker

	Mock 1	Mock 2	Mock 3	Mock 4	Mock 5	Mock 6
My score / 100						
My weakest part						

A-grade habits

- ☐ I learn five words a day and test myself.
- ☐ I read the questions first and underline the key words.
- ☐ I use the words around a new word to guess its meaning.
- ☐ I plan every piece of writing: introduction, body, conclusion.
- ☐ I write at least 110 words and answer all three bullet points.
- ☐ I check my spelling and count my words at the end.

Exam at a Glance

Part	What you do	Marks	Topic	Practice in this pack
1 Vocabulary	5 sentences with a gap; choose A, B or C	10 (2 each)	Units 1–4 word list	Unit revision maps, Vocabulary Sheet
2 Grammar	A text of about 130 words with 5 gaps; choose A, B or C	10 (2 each)	The Ocean	Grammar Sheets 1–4
3A Reading	A text of 200–230 words; 8 questions, A, B or C	24 (3 each)	Who am I?	Readings 1–2
3B Reading ★ harder	A harder text of 200–230 words; 8 questions	16 (2 each)	Scientific Wonders	Readings 3–4
4 Writing 1.1	Summarize a text of about 150 words in 3–4 sentences, in your own words	15	Units 1–4	Writing Toolkit, Writing Sheet 1
4 Writing 1.2	Answer all 3 bullet points; at least 110 words in paragraphs	25	Space journey · good friend · what are you like?	Writing Sheets 2–5, Extra Writing Tasks

Total: 100 marks. Reading (Parts 1, 2, 3A, 3B) = 60 marks on SwiftAssess. Writing (Part 4) = 40 marks on paper.

Top tips for exam day

1. Read the questions first and underline the key words.
2. Use the words around a new word to guess its meaning.
3. Plan your writing: introduction, body, conclusion.
4. Check your spelling and count your words at the end.

Unit 1 Revision Map: The Ocean

Lesson	Big question	Key words	Language focus
1A	How do humans affect the health of the oceans?	★pollution, ★toxins, current, harmful, surface, impact, floats, decompose	*must / have to* for rules and strong statements
1B	What should we do to clean up the oceans?	garbage, trash, technology, huge, installed, harbor	*should / shouldn't* for advice; *I think / I feel / I believe (that) … because …*
1C	Sharks: friend or foe?	★predator, ★carnivore, foe, fin, food chain, attack, protect	Giving an opinion: *In my opinion, … / I'm sure … / I believe …*
1D	Why do some sea creatures glow?	★creature, ★bacteria, glow, shine, deep, prey, lure	Guessing: *could / may / might* + verb
1E	What makes an ocean creature unusual?	poisonous, adaptation, tentacles, communicate, escape, sting	Informative text with linking words; possessive *'s*

★ = exam word (Part 1)

Word	Meaning
★pollution	dirty or harmful things in the water, air or land
★toxins	poisonous substances that make living things sick
★predator	an animal that hunts and eats other animals
★carnivore	an animal that eats only meat
★creature	any living animal
★bacteria	very tiny living things; some help us, some make us sick
prey	an animal that is hunted and eaten by another animal
current	water that moves continuously in one direction
decompose	to break down slowly over time
adaptation	a body feature or behavior that helps an animal survive

Quick check

Word bank: current | decompose | prey | harmful | adaptation | foe

1. Plastic takes hundreds of years to _____.
2. Small fish are _____ for sharks.
3. A strong _____ carried the bottle far from land.

4. Long tentacles are an _____ that helps the octopus catch food.
5. Oil spills are _____ to seabirds.
6. Is the shark our friend or our _____?
7. Write **A** (advice) or **R** (rule). a) You should use a cloth bag. _____ b) Visitors must not feed the fish. _____
8. The viperfish lives in the deep sea. How might it use its light? Use *could, may* or *might*.

_____

Unit 2 Revision Map: Space

Lesson	Big question	Key words	Language focus
2A	How did space exploration begin?	astronaut, rocket, launch, lunar, satellite, capsule, exploration	Compound nouns: *spacesuit, launch pad, lunar landing*
2B	What would you put in a time capsule?	research, scientist, disc, clip, golden	*If I made a time capsule, I would put … because …*
2C	What would you take on a space journey?	imagine, seeds, science fiction, proud	Second conditional: statements, negatives and questions
2D	What does an astronaut do?	★mission, ★experiment, crew, zero gravity	Writing a short conclusion (40–50 words)
2E	What's life like on Mars?	★climate, ★weather, ★gravity, ★oxygen, planets, temperature, extreme, condition	Noun phrases: *a tiny, rocky planet*; *the strange animal in the forest*

Word	Meaning
★climate	the usual weather of a place over a long time
★weather	the conditions of the air (sun, rain, wind) on a particular day
★gravity	the force that pulls things toward the ground
★oxygen	the gas in the air that we need to breathe
★mission	an important job or journey
★experiment	a scientific test to find out something
satellite	an object sent into space to collect information
capsule	a small container where astronauts travel or live
temperature	how hot or cold something is
extreme	very strong or very great

Quick check

Word bank: weather | climate | capsule | satellite | extreme

1. The _____ today is sunny, but tomorrow it will rain.
2. The UAE has a hot, dry _____.
3. The astronauts traveled back to Earth in a small _____.
4. A _____ is sent into space to collect information.

5. Mars has _____ weather, with huge dust storms.
6. Make compound nouns: space + suit = _____ · launch + pad = _____
7. Put the words in order to make a question: you / go / to Mars / would / if / had a rocket / you / ?

   _____
8. Make the sentence negative: If I went to the Sun, I (survive). → If I went to the Sun, I _____

Unit 3 Revision Map: Scientific Wonders

Lesson	Big question	Key words	Language focus
3A	Why are some mountains and rocks interesting shapes?	★erosion, rock, tide, shape, amazing	Descriptive text
3B	What do you know about the wonders of the natural world?	★canyon, ★volcano, natural wonder, explorer, expedition, erode, geological, lava, ruins	Presentation phrases: *I would like to tell you about … / Did you know …? / In fact, …*
3C	Who discovered how blood moves around the body?	★arteries, ★veins, heart, blood vessels, discovered	Passive: subject + *be* + past participle (+ *by*)
3D	Why are fingerprints special?	crime, crime scene, criminal, identify, solve, valuables	Essay parts: hook, thesis statement, topic sentence; *however, therefore, because*
3E	What can science tell us about our world?	★trench, ★reef, ancient, ruins, secrets, structure, explore	Informative text: introduction, body, conclusion; *First of all, Secondly*

Word	Meaning
★canyon	a deep, narrow valley with steep sides, often with a river at the bottom
★volcano	a mountain with an opening that hot melted rock, ash and gas come out of
★arteries	tubes that carry blood away from the heart to the body
★veins	tubes that carry blood from the body back to the heart
★trench	a very deep, long valley on the ocean floor
★reef	a line of rock or coral near the surface of the sea
★erosion	wind, water or ice slowly wearing away rock
lava	hot, liquid rock from a volcano
expedition	a trip taken by explorers
identify	to find out who or what someone or something is

Quick check

Word bank: lava | veins | reef | expedition | identify

1. Hot, liquid rock from a volcano is called _____.
2. The _____ carry blood back to the heart.

3. Thousands of colorful fish live on a coral _____.
4. The explorers went on an _____ to the bottom of the Grand Canyon.
5. Police use fingerprints to _____ criminals.
6. Change to the passive: Blood vessels carry blood. → Blood _____
7. Join the two sentences with *because*: It is easy to identify a person by their fingerprints. Every fingerprint is different.

   _____
8. What do we call the first, interesting sentence of an essay? _____

Unit 4 Revision Map: Who am I?

Lesson	Big question	Key words	Language focus
4A	Who am I? (skills)	★skills, creativity, problem solving, building things, leadership, organized	Summarizing: *To sum up, … / In conclusion, … / Remember that …*
4B	How can we define identity?	★identity, teenager, environment, develop, society, affect, interests	Taking turns: *Can I speak first? / It's your turn.*
4C	What are you like?	★personality, open, friendly, social, careful, cheerful, personal qualities	Adjective + example: *I'm friendly. I like talking to people.*
4D	How can I be a good friend?	★qualities, ★trust, ★respect, loyal, jealous, criticize, praise	Advice: *need to / should*; *Remember that … / Don't forget that …*
4E	Which groups do you belong to?	join a club, opportunity, make friends, improve your skills, benefits, passion	Writing a leaflet; adverbs: *quickly, happily*

Word	Meaning
★identity	who you are: your family, culture, interests and beliefs
★personality	the mix of qualities that makes you different from other people
★qualities	good parts of a person's character, such as honesty or kindness
★skills	things you can do well
★respect	showing people that they are important and listening to them
★trust	believing that someone is honest and good
loyal	always liking and supporting someone
jealous	upset because you want what someone else has
praise	to tell someone that they are doing a good job
passion	a very strong feeling of liking something

Quick check

Word bank: loyal | jealous | praise | open | passion | benefits

1. Salem always supports his friends. He is very _____.
2. Mira was _____ because her friend got a better score.
3. Teachers _____ students when they work hard.
4. A person who likes trying new things is _____.

5. Mansoor has a _____ for basketball. He plays every day.
6. One of the main _____ of joining a club is meeting new friends.
7. Summarize: Hessa is never late, and she always brings her books. → To sum up, Hessa is very _____
8. Your friend feels lonely at school. Give advice with *You need to …*

_____

Vocabulary Sheet: Units 1–4 (Exam Part 1)

Name: _____ Class: _____ Day: _____ Date: _____

In the exam: 5 sentences with a gap. Choose the right word: A, B or C. (2 marks each, 10 marks)

Unit	Words to learn
1 The Ocean	pollution · toxins · predator · carnivore · creature · bacteria
2 Space	climate · weather · gravity · oxygen · mission · experiment
3 Scientific Wonders	canyon · volcano · arteries · veins · trench · reef · erosion
4 Who am I?	identity · personality · qualities · skills · respect · trust

Exercise 1: The Ocean

Word bank: pollution | toxins | predator | carnivore | creature | bacteria

1. Oil from ships causes serious _____ in the sea.
2. Some chemicals from farms contain _____ that make fish sick.
3. The shark is a powerful _____ that hunts smaller fish.
4. A _____ eats meat, not plants.
5. The anglerfish is a strange _____ that lives in the deep, dark ocean.
6. Tiny _____ in the anglerfish's lure make it glow.

Exercise 2: Space

Word bank: climate | weather | gravity | oxygen | mission | experiment

1. The _____ in the UAE is hot and dry for most of the year.
2. The _____ today is cloudy and windy.
3. Because of _____, everything falls down to the ground.
4. Astronauts carry _____ tanks because there is no air in space.
5. Hazza Al Mansouri's _____ to the ISS lasted eight days.
6. The students did an _____ to see how plants grow in the dark.

Exercise 3: Scientific Wonders

Word bank: canyon | volcano | arteries | veins | trench | reef | erosion

1. Over millions of years, the river cut deep into the rock and made a _____.
2. Smoke and ash came out of the _____.

3. The _____ carry blood away from the heart to the body.
4. The _____ carry blood from the body back to the heart.
5. The Mariana _____ is the deepest place in the ocean.
6. Thousands of colorful fish live on the coral _____.
7. Wind and water cause _____, which slowly changes the shape of rocks.

Exercise 4: Who am I?

Word bank: identity | personality | qualities | skills | respect | trust

1. Your family and your culture are an important part of your _____.
2. Khalid has a cheerful _____; he is always smiling.
3. Honesty and kindness are important _____ in a friend.
4. Coding and speaking two languages are useful _____.
5. We show _____ to our teachers by listening when they speak.
6. I _____ my best friend because she never tells my secrets.

Exercise 5: Exam practice – choose A, B or C

1. Plastic and oil in the sea cause a lot of _____.
   A) gravity **B)** pollution **C)** mission
2. The astronauts' _____ was to repair a satellite in space.
   A) mission **B)** reef **C)** trust
3. The heart pumps blood into the _____, which carry it to the rest of the body.
   A) canyons **B)** arteries **C)** trenches
4. A good friend never lies to you, so you can always _____ him.
   A) trust **B)** oxygen **C)** erosion
5. The lion is a _____ because it eats only meat.
   A) bacteria **B)** climate **C)** carnivore

Grammar Sheet 1: Modals (G.8.1)

Name: _____ Class: _____ Day: _____ Date: _____

Remember: modal + base verb, with no "to": *We must recycle. ✓ We must to recycle. ✗* The only exception is **have to / has to**.

Modal	Meaning	Example
must	strong necessity	We **must** clean the beach.
mustn't	not allowed	You **mustn't** touch the coral.
have to / has to	a rule or obligation	Astronauts **have to** exercise every day. She **has to** wear a helmet.
don't have to / doesn't have to	not necessary	You **don't have to** solve your friend's problem.
should / shouldn't	advice	We **should** use less plastic.
can / can't	ability, permission / impossible	Everyone **can** join. Humans **can't** breathe on Mars.
might	possibility	Turtles **might** get sick.

Exercise 1: Fill in the blanks

Word bank: must | mustn't | has to | don't have to | should | might

1. The sign says you _____ swim here. The current is too strong.
2. An astronaut _____ exercise for about two hours every day.
3. You _____ bring water to the clean-up. The organizers give everyone a bottle.
4. You look tired. I think you _____ go to bed earlier.
5. Take an umbrella. It _____ rain this afternoon.
6. Everyone _____ wear a seatbelt in the car. It's the law.

Exercise 2: Choose A, B or C

1. Plastic bags look like jellyfish, so turtles _____ eat them.
   A) might **B)** mustn't **C)** don't have to
2. Scientists say we _____ act now to protect the reefs.
   A) has to **B)** must **C)** mustn't
3. A good friend _____ tell other people your secrets.
   A) mustn't **B)** should **C)** has to

4. Hessa _____ finish her art project before Friday.
   A) have to **B)** has to **C)** having to

5. Humans _____ breathe on Mars without special equipment.
   A) can't **B)** should **C)** must

6. It's Saturday tomorrow, so we _____ wake up early.
   A) mustn't **B)** don't have to **C)** must

7. If you feel stressed before a test, you _____ take a short break.
   A) should **B)** mustn't **C)** can't

8. Which sentence is correct?
   A) We must to recycle. **B)** We must recycling. **C)** We must recycle.

Exercise 3: Exam practice – read the text and choose A, B or C

Visiting a Coral Reef

Coral reefs are some of the most beautiful places in the ocean, but they are also very fragile. Millions of tiny animals live in them, and they grow only a few centimeters every year. When you go snorkeling, there are some important rules. You **(1)** _____ touch or stand on the coral, because it is alive and breaks easily. You **(2)** _____ also wear reef-safe sunscreen, because normal sunscreen contains toxins that harm the coral. Divers **(3)** _____ check their equipment before they go into the water. You **(4)** _____ be an expert swimmer to enjoy the reef, because beginners can wear a life jacket. Remember to stay calm and move slowly in the water. Coral reefs need our help, so always leave them as you found them. If you are lucky, you **(5)** _____ see a sea turtle or a colorful parrotfish!

	A	B	C
1	mustn't	don't have to	can
2	should	shouldn't	can't
3	has to	have to	having to
4	mustn't	don't have to	can't
5	might	mustn't	have to

Exercise 4: Write

Write one sentence for each situation. Use the modal in brackets.

1. Your friend is new at school and feels lonely. (should)

_____

2. A rule for visitors at the beach. (must)

---

3. Something people are not allowed to throw into the sea. (mustn't)

---

4. Something that is not necessary at the weekend. (don't have to)

From the book (Lessons 1A, 1B and 1D)

Rules and orders: *must / have to*: *You must study for the exam!* (a teacher's order)
Advice: *should / shouldn't*: *You should study for the exam.* (a friend's advice). Sound polite with *I think you should … / I don't think you should …*
Guessing (speculation): *could / may / might* + verb: *The anglerfish might use its light to catch food.*

Exercise 5: Give advice

A friend tells you about a problem. Give advice with *I think you should …* or *I don't think you should …*

1. "I am always tired."

---

2. "I have a big exam next week."

---

3. "I miss my cousin who studies in another country."

Grammar Sheet 2: Second Conditional (G.5.3)

Name: _____ Class: _____ Day: _____ Date: _____

Remember: we use the second conditional for imaginary or unlikely situations now or in the future.

If + past simple	**would / could + base verb**
If I **went** to space,	I **would take** a camera.
If every family **used** less plastic,	there **would be** less garbage in the sea.
If I **were** an astronaut,	I **could see** the Earth from space.

- You can change the order: *The ocean would be cleaner if more cities installed trash wheels.* There is no comma when "if" is in the middle.
- Never put "will" or "would" after "if": *If I will have... ✗ If I would have... ✗ If I had... ✓*

Exercise 1: Complete with the correct form of the verbs

1. If I _____ (have) a spaceship, I _____ (fly) to Mars.
2. If people _____ (use) less plastic, turtles _____ (be) safer.
3. We _____ (see) more fish if the water _____ (be) cleaner.
4. If Faisal _____ (not / be) so shy, he _____ (join) the debate club.
5. If you _____ (live) on the ISS, you _____ (sleep) in a sleeping bag on the wall.
6. My grandmother _____ (be) very happy if I _____ (visit) her every Friday.

Exercise 2: Choose A, B or C

1. If every school _____ solar panels, we would save a lot of energy.
   A) install **B)** installed **C)** will install
2. If I won a prize, I _____ my family to dinner.
   A) would take **B)** take **C)** took
3. If farmers stopped using chemicals, the rivers _____ cleaner.
   A) are **B)** will be **C)** would be
4. If there _____ no gravity on Earth, everything would float.
   A) is **B)** were **C)** will be

5. Mariam _____ more confident if she practiced speaking in class.
A) would feel **B)** feels **C)** felt

6. If we _____ more about the deep ocean, we could protect it better.
A) know **B)** knew **C)** will know

Exercise 3: Exam practice – read the text and choose A, B or C

Life Without Plastic

Every year, millions of plastic bags and bottles end up in the ocean. Imagine a world without plastic. If shops **(1)** _____ only paper and cloth bags, there would be much less trash on our beaches. Sea turtles and seabirds **(2)** _____ safer, because they would not eat plastic by mistake. If students **(3)** _____ their own bottles to school, they would not need to buy plastic bottles every day. Fishermen could help too. If they collected their old nets, fewer dolphins would get caught in them. Of course, change is not easy, and many people say that plastic is cheap and useful. But if everyone **(4)** _____ one small thing, the ocean **(5)** _____ healthier for fish, animals and future generations. Small changes like this really can make a big difference.

	A	**B**	**C**
1	sell	sold	will sell
2	would be	are	will be
3	bring	brought	would bring
4	changed	changes	will change
5	is	will be	would be

Exercise 4: Match the two halves

1	If I could travel to space,	a	I would feel upset.
2	If my friend told my secret,	b	I would work as a translator.
3	If we planted more trees,	c	more people would explore it.
4	If I spoke three languages,	d	I would take photos of Earth.
5	If the Mariana Trench were not so deep,	e	the air would be cleaner.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Exercise 5: Write about you

Complete the sentences with your own ideas.

1. If I went to space,

_____

2. If I had a free day tomorrow,

_____

3. If my school had a beach clean-up club,

_____

4. What would you do if you found a turtle on the beach with plastic around its neck? Write two sentences.

_____

_____

From the book (Lesson 2C)

Negative: *If I went to the Sun, I wouldn't survive.*
Questions: ***Would*** *you go to Mars if you had a rocket?* · *What* ***would*** *you take if you went to space?*
Real or imagined? *If I go to space, I will be happy.* (it may really happen) · *If I went to space, I would be happy.* (I am only imagining it)

Exercise 6: Make questions and negatives

1. you / take / what / would / if / went to space / you / ?

_____

2. Mars / would / live / you / on / ?

_____

3. If I lived on Mars, I (not / see) my family every day.

_____

4. If you could interview an astronaut, what (you / ask)?

_____

Grammar Sheet 3: Present Simple Passive (G.10.1)

Name: _____ Class: _____ Day: _____ Date: _____

Remember: am / is / are + past participle. We use the passive when the action is more important than the person who does it. Add **by + person/thing** only when it is useful.

	Active	**Passive**
Singular	People throw plastic into the sea.	Plastic **is thrown** into the sea.
Plural	Farmers **use** chemicals.	Chemicals **are used** on farms.
Negative	They don't recycle glass.	Glass **isn't recycled**.

Irregular past participles to learn: throw → thrown · take → taken · find → found · make → made · give → given · build → built · eat → eaten · see → seen · speak → spoken · feed → fed

Exercise 1: Complete with is or are + past participle

1. Millions of plastic bottles _____ (throw) into the ocean every year.
2. The ISS _____ (visit) by astronauts from many countries.
3. Injured turtles _____ (take) to special centers.
4. The trash _____ (sort) into plastic and glass.
5. Fingerprints _____ (use) to unlock smartphones.
6. Arabic _____ (speak) at Mohammed's home.
7. Water samples _____ (collect) by robotic submarines.
8. Tiny pieces of plastic _____ (eat) by fish and seabirds.

Exercise 2: Choose A, B or C

1. Mr. Trash Wheel _____ by solar panels and the river current.
   A) powers **B)** is powered **C)** powering
2. Every year, new species _____ in the deep sea.
   A) discover **B)** are discovered **C)** is discovered
3. Old fishing nets _____ on the beach after storms.
   A) are found **B)** find **C)** is found
4. The plastic _____ out of the sea and taken back to land.
   A) lift **B)** is lifted **C)** lifting
5. Coral reefs _____ by pollution from farms and cities.
   A) damage **B)** is damaged **C)** are damaged

6. Which sentence is passive?

A) Scientists study erosion. **B)** Erosion is studied by scientists.

C) Scientists are studying erosion.

Exercise 3: Change the sentences from active to passive

1. People recycle glass bottles.
   Glass bottles

   _____

2. The current carries the trash across the ocean.
   The trash

   _____

3. Vets feed the turtles every day.
   The turtles

   _____

4. The organizers give each volunteer a pair of gloves.
   Each volunteer

   _____

5. Factories make plastic from oil.
   Plastic

   _____

Exercise 4: Exam practice – read the text and choose A, B or C

From Beach to Shoe

Every day, thousands of plastic bottles wash up on beaches around the world. In some countries, they are collected by volunteers and taken away for recycling. First, the bottles **(1)** _____ into big bags. Then the bags **(2)** _____ to a recycling center by trucks. There, the bottles **(3)** _____ by color and type, because different plastics are recycled in different ways. Next, the plastic **(4)** _____ into small pieces and washed in hot water. Finally, the clean pieces **(5)** _____ to make new products, such as T-shirts, bags and even sports shoes. Some famous companies now make running shoes from ocean plastic. In the UAE, many schools also collect plastic bottles for recycling. This is good news for the sea, but experts say the best solution is simple: we should use less plastic in the first place.

	A	B	C
1	put	are put	is put
2	are taken	is taken	take
3	sort	is sorted	are sorted
4	is cut	are cut	cuts
5	use	are used	is used

From the book (Lesson 3C)

Active: *Blood vessels carry blood.* → **Passive:** *Blood is carried by blood vessels.*
Form: subject + *am / is / are* + past participle. Use **by** to say who or what does the action.
In the reading texts you will also see the past passive: *The movement of blood was discovered by Ibn al-Nafis.*

Exercise 5: How does blood move around the body?

Complete with *is* or *are* + past participle.

1. Blood _____ (pump) by the heart.
2. Oxygen _____ (carry) around the body by red blood cells.
3. Blood _____ (send) to the lungs to collect oxygen.
4. Viruses _____ (fight) by white blood cells.

Grammar Sheet 4: Noun Phrases and Adjective Order (G.9.8)

Name: _____ Class: _____ Day: _____ Date: _____

Remember: when there is more than one adjective before a noun, they go in this order. The noun always comes **last**.

1 Determiner	2 Opinion	3 Size	4 Age	5 Shape	6 Color	7 Origin	8 Material	9 Type / purpose	NOUN
a, the, my	beautiful, strong	huge, tiny	old, new	round, long	red, blue	Emirati, Mexican	plastic, cloth	ocean, floating	bag, machine

Examples: *a huge floating machine* · *the strong ocean current* · *a large plastic bag* · ***reusable cloth bags*** · ***a** huge **area** of floating trash****

Tip: a hyphenated adjective such as *water-powered* or *rust-colored* counts as one word.

Exercise 1: Put the words in the correct order

1. bag / plastic / a / large → _____
2. fish / colorful / tiny / the → _____
3. current / ocean / the / strong → _____
4. machine / floating / huge / a → _____
5. stories / Emirati / old → _____
6. volcano / new / Mexican / a → _____
7. bags / cloth / reusable → _____
8. rock / black / hot / the → _____

Exercise 2: Choose A, B or C

1. Many sea turtles are caught in _____ .
   A) fishing old nets **B)** old fishing nets **C)** nets old fishing
2. Mars is covered with _____ .
   A) red dust fine **B)** fine red dust **C)** dust fine red
3. Hessa won a prize for _____ .
   A) a beautiful small painting **B)** a small beautiful painting
   C) a painting small beautiful

4. The Trieste was _____ .

A) a deep-sea special vessel **B)** a special deep-sea vessel
C) a vessel special deep-sea

5. My grandfather keeps his photos in _____ .

A) a wooden old box **B)** an old wooden box **C)** a box old wooden

6. There is _____ in the Pacific Ocean.

A) a huge area of floating trash **B)** a floating trash huge area
C) an area huge of floating trash

Exercise 3: Make the noun phrase longer

Add two adjectives from the box to each noun. Use the correct order.

Box: beautiful | tiny | old | white | Arabic | glass | strong | desert | giant | blue

1. a jellyfish → a _____ _____ jellyfish
2. a book → an _____ _____ book
3. a whale → a _____ _____ whale
4. a wind → a _____ _____ wind
5. a bottle → a _____ _____ bottle

Exercise 4: Exam practice – read the text and choose A, B or C

A Day at the Aquarium

Last week our class visited an aquarium in Dubai. In the first room, we saw **(1)** _____ swimming slowly near the glass. It was longer than a car! Our teacher told us that it was very old and very gentle. Next, we walked through a tunnel and looked at **(2)** _____ with tiny fish hiding between the corals. Our guide explained how the animals are fed and how the water is kept clean. My favorite part was **(3)** _____ that glowed in the dark water. Before we left, the guide gave everyone **(4)** _____ with facts about sea animals and simple ways to protect them. On the bus home, everyone talked about the sharks and the turtles. I think it was **(5)** _____, and I want to go back with my family!

	A	B	C
1	a gray huge shark	a huge gray shark	a shark huge gray
2	a coral beautiful reef	a reef beautiful coral	a beautiful coral reef
3	a small blue jellyfish	a blue small jellyfish	a jellyfish small blue
4	a paper colorful booklet	a colorful paper booklet	a booklet colorful paper
5	a school fantastic trip	a trip fantastic school	a fantastic school trip

From the book (Lesson 2E)

A noun phrase can also have extra details **after** the noun: *the strange animal **in the forest** · a planet **with huge dust storms** · Mars, **the mysterious Red Planet***.
Example from the book: *Mars is a tiny, rocky planet that is very strange.*

Exercise 5: Expand the noun phrase

Add an adjective before the noun AND some details after it.

1. a fish → a _____ fish _____

2. the planet → the _____ planet _____

3. a volcano → a _____ volcano _____

4. my friend → my _____ friend _____

Reading Skills Guide (Exam Parts 3A and 3B)

	Part 3A	Part 3B ★ harder
Text	200–230 words	200–230 words, harder
Topic	Who am I? Identity and personality	Scientific Wonders
Questions	8 questions (Q11–18), A, B or C	8 questions (Q19–26), A, B or C
Marks	3 marks each = 24 marks	2 marks each = 16 marks
You will	find facts and details · guess the meaning of a new word · choose the main idea	find details · guess new words · predict what happens · link ideas to real life · choose the main idea

Skill label	What the question asks	Tip
[Facts and details]	a name, place, number, reason or example	Find the key word in the question, then scan the text for it. Read the whole sentence.
[Word meaning]	the meaning of a new word or linker	Use the words around it. Try each option in the sentence.
[Predict]	what will probably happen	The answer is not written; it must agree with the facts in the text.
[Real life]	linking the text to real life	Choose the option that follows the same idea as the text.
[Main idea]	the topic or best title of the whole text	Pick the answer that covers ALL paragraphs, not one detail.

Exam tip: read the questions first and underline the key words. Then read the text.

Extra practice at the end of each reading (True / False / Not Given and short answers) is for class work; it is not in the exam. *True* = the text says it. *False* = the text says the opposite. *Not Given* = the text does not say anything about it.

Reading 1 (Part 3A): The Friendship Bench

Name: _____ Class: _____ Day: _____ Date: _____

Topic: Who am I? Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

1 In many schools around the world, there is a special seat in the playground called a "friendship bench". If a student feels lonely or has no one to play with, he or she sits on the bench. When other students see someone there, they go over, say hello and invite that person to join them.

2 The idea started in 2013 in the USA, when a young boy named Christian noticed that some new students had no friends at break time. He talked to his school principal, and soon the first bench was built. Since then, friendship benches have appeared in thousands of schools.

3 Laila, a thirteen-year-old student in Sharjah, helped to start a friendship bench at her school last year. "When I moved here from Jordan, I didn't know anyone," she remembers. "For the first two weeks, I ate my lunch alone. I didn't want other new students to feel the same way." Laila and her classmates painted the bench bright yellow so that everyone could see it.

4 Teachers say that the bench has made a real difference. Students are more confident about asking for help, and many new friendships have begun there. "A good friend is someone who notices you," Laila says. "Sometimes one small hello can change somebody's whole day."

1. **Facts and details** Where did the idea of the friendship bench start?
   A) in Jordan **B)** in the USA **C)** in Sharjah

2. **Facts and details** What color did Laila and her classmates paint the bench?
   A) blue **B)** green **C)** yellow

3. **Facts and details** What do students do when they see someone sitting on the bench?
   A) They leave the person alone.
   B) They say hello and invite the person to join them.
   C) They tell a teacher immediately.

4. **Facts and details** Why did Laila want to start a friendship bench?
   A) She didn't want new students to feel lonely like she did.
   B) Her teacher asked her to paint it.
   C) She wanted a quiet place to eat alone.

5. **Facts and details** What change have teachers noticed since the bench was built?
   A) Students are more confident about asking for help.
   B) Students paint the bench every year.
   C) Fewer new students come to the school.

6. **Facts and details** How long did Laila eat her lunch alone?
   A) for two days **B)** for two weeks **C)** for a whole year

7. **Word meaning** In paragraph 4, the word "confident" means ...
   A) sure about yourself **B)** very tired **C)** angry and upset

8. **Main idea** What is the text mainly about?
   A) how to paint a school bench
   B) a simple idea that helps lonely students make friends
   C) why families move to new countries

Extra practice

- True / False / Not Given: (a) The first friendship bench was built in Jordan. _____ (b) Laila is now the captain of her school's football team. _____
- Why did Laila and her classmates paint the bench yellow?

  _____
- Would you like a friendship bench at your school? Give two reasons.

  _____

  _____

Reading 2 (Part 3A): Quiet or Loud?

Name: _____ Class: _____ Day: _____ Date: _____

Topic: Who am I? Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

1 Do you love big family parties, or do you prefer a quiet evening with a good book? Psychologists say that your answer tells us something important about your personality. They often divide people into two groups: extroverts and introverts.

2 Extroverts get their energy from other people. They enjoy talking, working in teams and meeting new friends. After a busy day with lots of people, they usually feel excited and full of energy.

3 Introverts, on the other hand, need quiet time to recharge. They often prefer to spend time with one or two close friends, and they like to think carefully before they speak. Being an introvert is not the same as being shy. Many introverts are confident; they simply enjoy calm places.

4 Noor, a thirteen-year-old student from Ajman, says she is an introvert. "At school, I enjoy group projects, but after school I need an hour alone to read or draw," she explains. Her brother Saeed is the opposite. "He can't sit still for five minutes without calling a friend!" she laughs.

5 Experts say that most people are a mix of both types, and neither type is better than the other. Understanding your own personality can help you choose activities that make you happy and understand the people around you.

1. **Facts and details** Where is Noor from?
   A) Ajman **B)** Sharjah **C)** Fujairah

2. **Facts and details** How old is Noor?
   A) fifteen **B)** eleven **C)** thirteen

3. **Facts and details** What does Noor do after school?
   A) She calls her friends.
   B) She spends an hour alone reading or drawing.
   C) She plays football with Saeed.

4. **Facts and details** Where do extroverts get their energy from?
   A) other people **B)** quiet places **C)** books

5. **Facts and details** According to the text, how are introverts different from shy people?
   A) Many introverts are confident but simply enjoy calm places.
   B) Introverts never talk to anyone.
   C) Introverts do not have any friends.

6. **Facts and details** What is Saeed like?
   A) He likes to sit quietly at home.
   B) He always wants to be with his friends.
   C) He is very shy at school.

7. **Word meaning** In paragraph 3, the word "recharge" means …
   A) get energy back **B)** become angry **C)** buy something new

8. **Main idea** What is the main idea of the text?
   A) Extroverts are better students than introverts.
   B) People have different personalities, and knowing yours can help you.
   C) Everyone should spend an hour alone every day.

Extra practice

- True / False / Not Given: (a) Being an introvert is the same as being shy. _____ (b) Noor wants to become an artist. _____
- Name two things that extroverts enjoy.

  _____
- Are you more of an introvert or an extrovert? Give one example.

  _____

  _____

Reading 3 (Part 3B ★ harder): Wadis – Valleys That Change Fast

Name: _____ Class: _____ Day: _____ Date: _____

Topic: Scientific Wonders. Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

1 If you drive through the mountains of Ras Al Khaimah or Fujairah, you will see wide, dry valleys covered with stones. These are called wadis. For most of the year, a wadi is completely dry. However, after heavy rain in the mountains, it can fill with fast-flowing water in just a few minutes.

2 This sudden rush of water is called a flash flood. Because the mountain rocks are hard, rainwater cannot soak into the ground. Instead, it runs quickly down the slopes and collects in the wadis. A flash flood can move cars, carry away large rocks and surprise people who are far from where the rain fell.

3 Over thousands of years, this water has shaped the land. Each flood carries stones and sand that rub against the sides of the wadi, slowly making it wider and deeper. This is erosion, the same process that created the Grand Canyon in the USA. Some wadis, such as Wadi Shawka, also have pools that stay full for months and become home to fish, frogs and dragonflies.

4 Today, the UAE has built many dams in the mountains to catch flood water. The dams protect villages and roads, and the water slowly soaks into the ground, which helps farmers. Experts say visitors should always check the weather forecast before they go to a wadi.

1. **Facts and details** Why can't rainwater soak into the ground in the mountains?
   A) The rocks are hard. **B)** The weather is too hot.
   C) There are too many dams.

2. **Facts and details** How do the dams help farmers?
   A) They give farmers electricity.
   B) The water slowly soaks into the ground.
   C) They carry stones to the farms.

3. **Facts and details** What lives in the pools of Wadi Shawka?
   A) camels and goats **B)** sharks and turtles
   C) fish, frogs and dragonflies

4. **Word meaning** In paragraph 2, the word "sudden" means ...
   A) happening quickly and without warning
   B) very slow and quiet
   C) happening every day

5. **Word meaning** In paragraph 2, "soak into" means ...
   A) freeze and become ice
   B) go slowly into something, like water into a sponge
   C) jump over something

6. **Predict** What will most probably happen to a wadi after many more floods?
   A) It will become wider and deeper.
   B) It will disappear completely.
   C) It will turn into a mountain.

7. **Real life** Your family wants to visit a wadi after a rainy week. What should you do first?
   A) Drive through the water quickly.
   B) Check the weather forecast.
   C) Camp in the middle of the wadi.

8. **Main idea** What is the best title for the text?
   A) Wadis: Dry Valleys That Can Change Fast
   B) How to Build a Dam
   C) A Trip to the Grand Canyon

Extra practice

- True / False / Not Given: (a) A wadi is full of water all year. _____ (b) Wadi Shawka is the largest wadi in the UAE. _____
- What is a flash flood? Use your own words.

  _____

- How is a wadi similar to the Grand Canyon?

  _____

Reading 4 (Part 3B ★ harder): The Heart – Your Body's Amazing Pump

Name: _____ Class: _____ Day: _____ Date: _____

Topic: Scientific Wonders. Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

1 Put your hand on your chest and you will feel your heart beating. This small organ, only about the size of your fist, is one of the hardest-working parts of the human body. It beats around 100,000 times every day without ever taking a break.

2 The heart's job is to pump blood around the body. Blood carries oxygen and food to every cell. The heart pushes blood into thick tubes called arteries, which carry it away from the heart to every part of the body. After the cells have used the oxygen, the blood travels back to the heart through thinner tubes called veins. Then the heart sends it to the lungs to collect fresh oxygen, and the journey starts again.

3 Remarkably, if all the blood vessels in one adult were placed end to end, they would stretch for about 100,000 kilometers, enough to go around the Earth more than twice.

4 Like any machine, the heart needs care. Doctors say that regular exercise makes the heart stronger, while too much fast food and sugar can block the arteries. Smoking is also extremely harmful. People who walk, swim or play sports for at least 30 minutes a day usually have healthier hearts as they grow older.

1. **Facts and details** How often does the heart beat?
   A) about 100 times a day
   B) about 100,000 times a day
   C) only when we exercise

2. **Facts and details** What do arteries do?
   A) They carry blood away from the heart.
   B) They carry blood back to the heart.
   C) They collect oxygen in the lungs.

3. **Facts and details** Where does the heart send blood to collect fresh oxygen?
   A) to the arteries **B)** to the stomach **C)** to the lungs

4. **Word meaning** In paragraph 3, the word "Remarkably" means …
   A) surprisingly **B)** sadly **C)** slowly

5. **Word meaning** In paragraph 4, the word "block" means …
   A) clean
   B) stop something from passing through
   C) make longer

6. **Predict** What will probably happen to a person who eats a lot of fast food and never exercises?
   A) Their heart may become less healthy.
   B) Their heart will get stronger.
   C) Their blood vessels will grow longer.

7. **Real life** Which daily habit would help your heart the most?
   A) drinking sugary drinks
   B) watching TV all afternoon
   C) playing football for 30 minutes

8. **Main idea** What is the text mainly about?
   A) Fast food is bad for teenagers.
   B) The heart is an amazing organ that pumps blood around the body and needs care.
   C) Blood vessels are longer than the Earth.

Extra practice

- True / False / Not Given: (a) The heart is about the size of your fist. _____ (b) Doctors check every student's heart once a year. _____
- Name two things that can harm the heart.

  _____
- What is the difference between arteries and veins?

  _____

Writing Toolkit

Plan every text in three parts.

Part	What it does	Useful parts (from Lessons 3D and 3E)
Introduction	Says what your text is about.	**Hook:** an interesting first sentence. **Main idea:** what you will write about.
Body	Gives facts, reasons, examples and details.	**Topic sentence** first, then **supporting sentences** with examples.
Conclusion	Wraps up your ideas and gives your final thought.	Sum up your main points and end with your opinion.

Sentence starters and linking words

Introduction	Body	Conclusion
I would like to tell you about ...	First of all, ... / Secondly, ...	To sum up, ...
Have you ever thought about ...?	Also, ... / In addition, ...	In conclusion, ...
Today, many people know that ...	For example, ... / For instance, ...	All in all, I believe that ...
One amazing thing about ... is ...	However, ... / Because of this, ...	Remember that ...
If I could ..., I would ...	Did you know ...? In fact, ...	This shows why ... is important.

Language for the 1.2 topics

Opinion (with a reason)	Advice	Describing places	Describing yourself
I think (that) ... because ...	You should / shouldn't ...	It is huge, cold and rocky.	I am friendly. I like talking to people.
I believe (that) ...	You need to ...	It is covered with red dust.	For example, I ...
I feel (that) we should ...	I think you should ...	There are no oceans or rivers.	I am good at ...
In my opinion, ... / I'm sure ...	If I were you, I would ...	The sky is ... and the ground is ...	I would like to improve ...
	Remember that ... / Don't forget that ...	It is ... kilometers from Earth.	To improve, I will ...

Joining ideas: *and, but, so, because* · *however* (a different idea) · *therefore* (a result)

Student writing checklist

☐ I wrote a clear opening sentence.
☐ I answered all three bullet points, one paragraph for each.
☐ I used linking words (First of all, Also, However, To sum up).
☐ I wrote an ending sentence to sum up my ideas.
☐ I used capital letters and full stops, and checked my spelling.
☐ I counted my words: at least 110 for 1.2, 3–4 sentences for 1.1.

Writing Sheet 1: Writing a Summary (Writing 1.1)

Name: _____ Class: _____ Day: _____ Date: _____

Exam task (15 marks): Read a text (about 150 words). Write the main ideas of the text in your own words. Write 3–4 sentences.

How to write a good summary

1. Read the whole text once to understand the topic.
2. Find ONE main idea in each paragraph. It is often in the first sentence.
3. Leave out examples, quotes, small numbers and extra details.
4. Write the ideas in your own words. Change the words and the sentence structure.
5. Join the ideas with linking words: *also, however, because, so, finally*. Write 3–4 sentences only.

Useful phrases: The text is about … · It explains that … · Another important point is … · Finally, the writer says that …

Exercise 1: Say it in your own words

Rewrite each sentence from the mock exam texts. Do not copy the words in CAPITALS.

1. Astronauts from many different countries LIVE AND WORK there.

   _____

2. A good friend KEEPS YOUR SECRETS and never talks about you behind your back.

   _____

3. Mars is a COLD AND DRY place.

   _____

4. These missions have INSPIRED many young people in the UAE to study science.

   _____

Exercise 2: Guided summary (Unit 1: The Ocean)

Why Do We Need Sharks?

1 Many people are afraid of sharks because of scary films and stories. However, scientists say that these amazing creatures are very important for the health of the ocean.

2 Sharks are predators at the top of the ocean food chain. They usually hunt old, weak or sick fish. This keeps fish populations healthy and stops some animals from eating too many plants or smaller creatures. Without sharks, coral reefs and seagrass could be damaged.

3 Sadly, sharks are in danger. Millions of them are caught every year, often only for their fins. Some sharks also get caught in old fishing nets by mistake. Pollution and toxins in the water also harm them. Because sharks grow slowly and have few babies, their numbers are falling quickly.

4 Many countries, including the UAE, now have laws to protect sharks. Experts say that if we protect sharks, we also protect the whole ocean.

Step 1: Write the main idea of each paragraph in a few words.

Paragraph	Main idea (in my own words)
1	
2	
3	
4	

Step 2: Join your ideas into a summary of 3–4 sentences.

Exercise 3: Your turn (Unit 3: Scientific Wonders)

Volcanoes: Fire from Inside the Earth

1 Volcanoes are some of the most powerful natural wonders on our planet. A volcano is an opening in the Earth's surface where hot melted rock, called magma, escapes from deep underground.

2 Deep inside the Earth, it is so hot that rock melts. This magma is lighter than the solid rock around it, so it slowly rises. When the pressure becomes too strong, the volcano erupts. Lava, ash and gas shoot out and can destroy forests, roads and even whole towns.

3 However, volcanoes are not only dangerous. Volcanic ash makes soil very rich, so farmers often grow excellent crops near volcanoes. In countries such as Iceland, people also use the heat from underground to make electricity.

4 There are more than 1,300 active volcanoes on Earth. Today, scientists watch them carefully with special instruments. They cannot stop an eruption, but they can often warn people in time to leave safely.

Write the main ideas of the text in your own words. Write 3–4 sentences.

Checklist:

☐ I wrote 3–4 sentences.
☐ I included one main idea from every paragraph.
☐ I used my own words and did not copy sentences.
☐ I left out examples, quotes and small details.
☐ I used linking words, capital letters and full stops.

Writing Sheet 2: A Journey to Space (Writing 1.2)

Name: _____ Class: _____ Day: _____ Date: _____

Exam task (25 marks): Write about a journey to space.

- If you could travel to space, where would you go and why?
- What three things would you take with you?
- How would you feel, and what would you miss about Earth?

Write at least 110 words in paragraphs.

Model answer

If I could travel to space, I would go to the International Space Station. I have always wanted to see the Earth from 400 kilometers above, and I would love to do experiments like the Emirati astronauts Hazza Al Mansouri and Sultan Al Neyadi.

I would take three things with me. First, I would take a camera, because I want to photograph the sunrise from space. Second, I would bring a photo of my family, so I would not feel lonely. Finally, I would take a notebook to write about my experience every day.

I think I would feel excited but also a little nervous during the journey. Floating without gravity would be strange and fun at first. However, I would miss my mother's cooking and playing football with my friends. It would be the best adventure of my life! *(139 words)*

Exercise 1: Look at the model

1. Which bullet point does each paragraph answer? Paragraph 1: _____ Paragraph 2: _____ Paragraph 3: _____
2. Find the sentence with **If … would** (second conditional). Underline it.
3. Circle the words that put the three things in order.
4. Find two feeling adjectives. _____ _____

Useful language

Opinion and reasons	Describing places	Listing and feelings
I think … / In my opinion, …	It is huge, cold and rocky …	First, … Second, … Finally, …
If I could travel to space, I would go to …	There are … / There is no …	I would take … because …
I have always wanted to …	The sky is … and the ground is …	I think I would feel …
I would love to … because …	It is … kilometers from Earth.	I would miss …
		Feelings: excited, nervous, amazed, proud, homesick, lonely

Exercise 2: Plan your answer

Your turn: Write about a place in space you would like to visit (for example, the Moon or Mars).

- Describe what the place is like.
- What would you do there?
- Would you like to live there one day? Why or why not?

Exam tip: plan your writing: introduction, body, conclusion. Answer one bullet point in each paragraph.

Paragraph	My ideas (notes only)
Introduction – what the place is like	
Body – what I would do there	
Conclusion – would I live there? Why?	

Exercise 3: Write

Write at least 110 words in paragraphs.

Number of words: _____

Checklist:

☐ I answered all three bullet points.
☐ I wrote an introduction, a body and a conclusion, and at least 110 words.
☐ I used *If I could …, I would …* at least twice.
☐ I gave reasons with *because* and *so*.
☐ I checked my spelling and counted my words.

Writing Sheet 3: How Can I Be a Good Friend? (Writing 1.2)

Name: _____ Class: _____ Day: _____ Date: _____

Practice task (25 marks): Your friend sent you this message: "*I forgot my best friend's birthday and now he isn't talking to me. I feel terrible. What should I do?*" Write a reply giving advice.

- How do you think your friend feels, and why?
- What advice would you give your friend? (use *should / need to / I think …*)
- Which qualities do you think are the most important in a good friend?

Write at least 110 words in paragraphs.

Model answer

Dear Ali,

Thank you for your message. I'm sorry you feel so bad. I think you feel guilty because you forgot your best friend's birthday, and you are worried that he doesn't want to be your friend anymore. That is a normal feeling, so don't be too hard on yourself.

My advice is simple. First, you should talk to him face to face and say sorry. You need to be honest and tell him that you made a mistake. You shouldn't make excuses. I think it is also a good idea to do something kind for him. For example, you could invite him to play football or give him a small present.

In my opinion, the most important qualities in a good friend are honesty and trust. Good friends make mistakes, but they always say sorry. If I were you, I would call him today!

Your friend,
Omar *(about 145 words)*

Exercise 1: Look at the model

1. How does Omar think Ali feels? Find the feeling word. _____
2. Underline every piece of advice. Which modals does Omar use?

   _____
3. Find the second conditional sentence in the last paragraph and copy it.

   _____

4. How does Omar start and finish the message? _____

Useful language

Opinion	Giving advice	Qualities of a good friend
I think … / In my opinion, …	You should … / You shouldn't …	A good friend always …
I think you feel … because …	You need to …	Real friends never …
I'm sorry to hear that …	It's a good idea to …	The most important quality is …
Feelings: upset, embarrassed, hurt, guilty, angry, worried, lonely	If I were you, I would …	**Qualities:** honest, loyal, kind, patient, a good listener

Exercise 2: Plan your answer

Your turn: Your friend sent you this message: "*My best friend has started spending all her time with a new group, and she ignores me at break time. I feel lonely and hurt. What should I do?*" Write a reply giving advice. Answer the same three bullet points.

Exam tip: plan your writing: introduction, body, conclusion. Answer one bullet point in each paragraph.

Paragraph	My ideas (notes only)
Introduction – how my friend feels and why	
Body – my advice (should / need to / I think)	
Conclusion – the most important qualities in a friend	

Exercise 3: Write

Write at least 110 words in paragraphs.

Number of words: _____

Checklist:

☐ I started with *Dear …* and finished with *Your friend, …*
☐ I wrote an introduction, a body and a conclusion, and at least 110 words.
☐ I explained how my friend feels and why.
☐ I gave advice with *should, need to* and *I think*.
☐ I named the friendship qualities I think are most important.
☐ I checked my spelling and counted my words.

Writing Sheet 4: What Are You Like? (Writing 1.2)

Name: _____ Class: _____ Day: _____ Date: _____

Exam task (25 marks): Write about yourself.

- What are you like? Describe two or three of your personal qualities and give an example for each.
- What skills and interests do you have?
- What would you like to improve about yourself, and how will you do it?

Write at least 110 words in paragraphs.

Model answer

I think I am a friendly, organized and creative person. I am friendly because I always say hello to new students and help them find their classrooms. I am also organized. For example, I plan my homework every Sunday evening, so I never forget anything.

My favorite interest is drawing. I draw comics in my free time, and last year one of my drawings was shown at a school exhibition. This shows that I am creative. I am also good at coding, and I want to make my own video game one day.

However, nobody is perfect. I would like to be more confident when I speak in front of the class, because I often feel nervous. To improve, I will join the school debate club and practice speaking at home in front of my family. *(137 words)*

Exercise 1: Look at the model

1. Which three qualities does the writer describe? _____ _____ _____
2. Match each quality to its example. Draw arrows in the model.
3. Find a passive sentence in paragraph 2 and copy it.

   _____
4. Which linking word starts the last paragraph? Why does the writer use it?

   _____

Useful language

Opinion and qualities	Skills and interests	Improving yourself
I think I am … / In my opinion, I am …	I am good at …	Nobody is perfect.
I am … because I always …	I am interested in …	I would like to be more …
For example, … / For instance, …	In my free time, I enjoy …	To improve, I will … / I need to …
Qualities: friendly, honest, patient, organized, creative, social, careful, cheerful, hard-working, responsible	One day, I want to …	I should practice …

Exercise 2: Plan your answer

Your turn: Answer the exam task above about YOU. Use your own ideas; do not copy the model.

Exam tip: plan your writing: introduction, body, conclusion. Answer one bullet point in each paragraph.

Paragraph	My ideas (notes only)
Introduction – my qualities + one example for each	
Body – my skills and interests	
Conclusion – what I want to improve + how	

Exercise 3: Write

Write at least 110 words in paragraphs.

Number of words: _____

Checklist:

☐ I described two or three qualities and gave an example for each.
☐ I wrote about my skills AND my interests.
☐ I explained what I want to improve and how I will do it.
☐ I wrote an introduction, a body and a conclusion, and at least 110 words.
☐ I checked my spelling and counted my words.

Writing Sheet 5: Making Friends at a New School (Writing 1.2)

Name: _____ Class: _____ Day: _____ Date: _____

Practice task (25 marks): Write about how to make friends at a new school.

- What should a new student do in the first week? Give advice.
- Which club or activity at your school would you recommend, and why?
- What qualities make someone a good friend?

Write at least 110 words in paragraphs.

Model answer

Starting at a new school can be scary, but there are many things you can do in your first week. First of all, you should smile and say hello to the students in your class. You can also ask them simple questions about their hobbies. Don't stay alone at break time. You need to be brave and join a group.

I would recommend the robotics club at our school. The members are friendly and creative, and you learn useful skills such as coding and teamwork. If you joined the club, you would quickly meet people who share your interests.

In my opinion, a good friend is honest, kind and a good listener. Real friends keep your secrets and help you when you have a problem. Be patient, and you will soon find friends like this! *(135 words)*

Exercise 1: Look at the model

1. Underline three pieces of advice in paragraph 1. Which modals does the writer use? _____
2. Which club does the writer recommend? Give two reasons.
   _____
3. Find the second conditional sentence and copy it.
   _____
4. Which three qualities of a good friend does the writer name?
   _____

Useful language

Advice	Opinion and recommending	Qualities of a good friend
First of all, you should …	I think … / In my opinion, …	A good friend is …
You need to … / Don't …	I would recommend … because …	Real friends always … / never …
It's a good idea to …	If you joined …, you would …	The most important quality is …
Then, … / Finally, …	You can learn … and meet …	**Qualities:** honest, kind, loyal, patient, friendly, a good listener

Exercise 2: Plan your answer

Your turn: A new student from another country is joining your class next week. Write some advice for him or her.

- What should the new student do on the first day?
- Which places or activities at your school would you show him or her, and why?
- What qualities would help the new student make good friends?

Exam tip: plan your writing: introduction, body, conclusion. Answer one bullet point in each paragraph.

Paragraph	My ideas (notes only)
Introduction – advice for the first day	
Body – places or activities to see, and why	
Conclusion – qualities that help you make friends	

Exercise 3: Write

Write at least 110 words in paragraphs.

Number of words: _____

Checklist:

☐ I answered all three bullet points.
☐ I gave advice with *should, need to* and *don't*.
☐ I gave reasons with *because* and *so*.
☐ I wrote an introduction, a body and a conclusion, and at least 110 words.
☐ I checked my spelling and counted my words.

Extra Writing Tasks (Writing 1.2 practice)

Choose a task. Answer all 3 bullet points. Write at least 110 words in paragraphs: introduction, body, conclusion. Use the Writing Toolkit.

Unit	Task	Bullet points	Useful language
1 The Ocean	Why should we protect the ocean?	• What problems does the ocean have? • What should people do to help? • What will you do to help?	*I think we should … because … · We must …*
1 The Ocean	Sharks: friend or foe?	• What do people think about sharks? • Why are sharks important? • Are sharks our friends? Give your opinion.	*In my opinion, … · However, …*
2 Space	A space time capsule	• What three things would you put in it? • Why would you choose each one? • Who would you like to find it, and why?	*If I made a time capsule, I would put … because …*
2 Space	A day on the International Space Station	• What would you do in the morning? • What experiments would you do? • How would you feel at the end of the day?	*If I lived on the ISS, I would …*
3 Scientific Wonders	A natural wonder I would like to visit	• Where is it and what is it like? • What would you do there? • Why is it a wonder?	*It is huge, deep and … · Did you know …?*
4 Who am I?	A club I would like to join	• Which club would you join? • What would you do and learn there? • How would it help you make friends?	*I would like to join … because … · I could improve my …*

My plan

Paragraph	My ideas (notes only)
Introduction	
Body	
Conclusion	

Write your answer on lined paper, then count your words: _____

Answer Key – Unit Revision Maps (Teacher's Copy)

- **Unit 1:** 1 decompose · 2 prey · 3 current · 4 adaptation · 5 harmful · 6 foe · 7 a) A b) R · 8 Sample: It might use its light to attract small fish.
- **Unit 2:** 1 weather · 2 climate · 3 capsule · 4 satellite · 5 extreme · 6 spacesuit, launch pad · 7 If you had a rocket, would you go to Mars? (or Would you go to Mars if you had a rocket?) · 8 wouldn't survive
- **Unit 3:** 1 lava · 2 veins · 3 reef · 4 expedition · 5 identify · 6 is carried by blood vessels · 7 It is easy to identify a person by their fingerprints because every fingerprint is different. · 8 a hook
- **Unit 4:** 1 loyal · 2 jealous · 3 praise · 4 open · 5 passion · 6 benefits · 7 organized · 8 Sample: You need to join a club and talk to your classmates.

Answer Key – Vocabulary and Grammar (Teacher's Copy)

Vocabulary Sheet

- **Exercise 1:** 1 pollution · 2 toxins · 3 predator · 4 carnivore · 5 creature · 6 bacteria
- **Exercise 2:** 1 climate · 2 weather · 3 gravity · 4 oxygen · 5 mission · 6 experiment
- **Exercise 3:** 1 canyon · 2 volcano · 3 arteries · 4 veins · 5 Trench · 6 reef · 7 erosion
- **Exercise 4:** 1 identity · 2 personality · 3 qualities · 4 skills · 5 respect · 6 trust
- **Exercise 5:** 1 B · 2 A · 3 B · 4 A · 5 C

Grammar Sheet 1: Modals

- **Exercise 1:** 1 mustn't · 2 has to · 3 don't have to · 4 should · 5 might · 6 must
- **Exercise 2:** 1 A · 2 B · 3 A · 4 B · 5 A · 6 B · 7 A · 8 C
- **Exercise 3:** 1 A · 2 A · 3 B · 4 B · 5 A
- **Exercise 4 (sample answers):** 1 You should join a club to meet new people. · 2 Visitors must take their trash home. · 3 People mustn't throw plastic bags into the sea. · 4 I don't have to wear my school uniform at the weekend.

- **Exercise 5 (sample answers):** 1 I don't think you should go to bed so late. · 2 I think you should make a study plan. · 3 I think you should message or call your cousin.

Grammar Sheet 2: Second Conditional

- **Exercise 1:** 1 had, would fly · 2 used, would be · 3 would see, were/was · 4 weren't/wasn't, would join · 5 lived, would sleep · 6 would be, visited
- **Exercise 2:** 1 B · 2 A · 3 C · 4 B · 5 A · 6 B
- **Exercise 3:** 1 B · 2 A · 3 B · 4 A · 5 C
- **Exercise 4:** 1 d · 2 a · 3 e · 4 b · 5 c
- **Exercise 5:** students' own answers; check *if + past simple* and *would + base verb*.
- **Exercise 6:** 1 What would you take if you went to space? · 2 Would you live on Mars? · 3 If I lived on Mars, I wouldn't see my family every day. · 4 If you could interview an astronaut, what would you ask?

Grammar Sheet 3: Present Simple Passive

- **Exercise 1:** 1 are thrown · 2 is visited · 3 are taken · 4 is sorted · 5 are used · 6 is spoken · 7 are collected · 8 are eaten
- **Exercise 2:** 1 B · 2 B · 3 A · 4 B · 5 C · 6 B
- **Exercise 3:** 1 Glass bottles are recycled. · 2 The trash is carried across the ocean by the current. · 3 The turtles are fed (by vets) every day. · 4 Each volunteer is given a pair of gloves. · 5 Plastic is made from oil (in factories).
- **Exercise 4:** 1 B · 2 A · 3 C · 4 A · 5 B
- **Exercise 5:** 1 is pumped · 2 is carried · 3 is sent · 4 are fought

Grammar Sheet 4: Noun Phrases and Adjective Order

- **Exercise 1:** 1 a large plastic bag · 2 the tiny colorful fish · 3 the strong ocean current · 4 a huge floating machine · 5 old Emirati stories · 6 a new Mexican volcano · 7 reusable cloth bags · 8 the hot black rock
- **Exercise 2:** 1 B · 2 B · 3 A · 4 B · 5 B · 6 A
- **Exercise 3 (sample answers):** 1 a beautiful white jellyfish · 2 an old Arabic book · 3 a giant blue whale · 4 a strong desert wind · 5 a tiny glass bottle
- **Exercise 4:** 1 B · 2 C · 3 A · 4 B · 5 C
- **Exercise 5 (sample answers):** 1 a tiny fish with a glowing light · 2 the red planet with huge dust storms · 3 a huge volcano in Mexico · 4 my best friend from school

Answer Key – Reading (Teacher's Copy)

Question	Reading 1 (3A)	Reading 2 (3A)		Question	Reading 3 (3B)	Reading 4 (3B)
11	B	A		19	A	B
12	C	C		20	B	A
13	B	B		21	C	C
14	A	A		22	A	A
15	A	A		23	B	B
16	B	B		24	A	A
17	A	A		25	B	C
18	B	B		26	A	B

Extra practice

Reading 1: (a) False (b) Not Given · So that everyone could see it easily. · Own answer with two clear reasons.

Reading 2: (a) False (b) Not Given · Any two: talking, working in teams, meeting new friends. · Own answer with an example.

Reading 3: (a) False (b) Not Given · A sudden rush of water that fills a wadi after heavy rain in the mountains. · Both were made by erosion: water slowly cut into the rock and made the valley wider and deeper.

Reading 4: (a) True (b) Not Given · Any two: too much fast food, too much sugar, smoking. · Arteries carry blood away from the heart; veins carry blood back to the heart.

Answer Key – Writing (Teacher's Copy)

Sheet 1: Summary

Exercise 1 (sample answers): 1 People from lots of countries stay and do their jobs there. · 2 A good friend never shares your private information or says unkind things about you. · 3 Mars is freezing and has almost no water. · 4 These trips have encouraged many young Emiratis to study science.

Exercise 2, Step 1: 1 Sharks are important for a healthy ocean. · 2 As top predators, they keep fish populations and reefs healthy. · 3 Sharks are in danger from fishing and pollution. · 4 Countries like the UAE are protecting them.

Exercise 2, model summary: Many people are scared of sharks, but they are very important for a healthy ocean. As top predators, they keep fish populations healthy and help protect coral reefs and seagrass. However, sharks are in danger because millions are caught every year and pollution harms them. Many countries, such as the UAE, now have laws to protect them.

Exercise 3, model summary: A volcano is an opening in the Earth's surface where very hot melted rock comes out. When the pressure from rising magma becomes too strong, the volcano erupts and can destroy land and towns. However, volcanoes also help people by making soil rich and giving heat for electricity. Scientists watch volcanoes closely so they can warn people before an eruption.

Sheet 2: A Journey to Space

1 Paragraph 1 = where and why · Paragraph 2 = three things · Paragraph 3 = feelings and what I would miss · 2 *If I could travel to space, I would go to the International Space Station.* · 3 First, Second, Finally · 4 any two: excited, nervous, lonely

Sheet 3: How Can I Be a Good Friend?

1 guilty (also worried) · 2 should, need to, shouldn't, could · 3 *If I were you, I would call him today!* · 4 He starts with *Dear Ali,* and finishes with *Your friend, Omar.*

Sheet 4: What Are You Like?

1 friendly, organized, creative · 2 friendly → says hello to new students and helps them; organized → plans homework every Sunday evening; creative → draws comics and a drawing was shown at an exhibition · 3 *One of my drawings was shown at a school exhibition.* · 4 *However*: it shows a contrast, moving from good qualities to something the writer wants to improve.

Sheet 5: Making Friends at a New School

1 should, can, need to (and the imperative *Don't*) · 2 the robotics club; the members are friendly and creative, you learn coding and teamwork, and you meet people with the same interests · 3 *If you joined the club, you would quickly meet people who share your interests.* · 4 honest, kind, a good listener

Marking Writing 1.2

Use the school writing rubric: spelling, fluency, text structure and development of ideas. The answer must have at least 110 words, be written in paragraphs and cover all three bullet points. The Extra Writing Tasks are marked the same way.