Grade 8 English Booklet

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التواصل الاجتماعي بحسب الصف الثامن					
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GRADE 8 ENGLISH BOOKLET

Unit 1: Oceans & Marine Life • Unit 2: Space Exploration • Unit 3: Natural Wonders & Science • Unit 4: Identity, Personality & Groups

Level: A2.2 – B1.1

Prepared by Mrs. Heba Omran

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UNIT 1 — OCEANS & MARINE LIFE

Unit Overview

- Oceans and marine ecosystems
- Marine animals and their habitats
- Ocean pollution
- Food chains
- The importance of protecting marine life
- Modal verbs of obligation
- Informative paragraph writing

Learning Outcomes

- Understand and use key vocabulary related to oceans and marine life.
- Identify important information in longer reading texts.
- Make simple inferences from a text.
- Explain causes and effects related to environmental problems.
- Use must, have to, should, and shouldn't correctly.
- Complete paragraphs using appropriate vocabulary and grammar.
- Write a clear, organized informative paragraph.
- Use linking words and sentence starters effectively.
- Support ideas with relevant examples.
- Read critically and answer questions accurately.

PART 1 — VOCABULARY BUILDER

A. Key Vocabulary

Word / Phrase	Definition
ocean	a huge body of salt water covering most of the Earth's surface
marine life	plants and animals that live in the sea
ecosystem	a community of living things and their environment
habitat	the natural home of a plant or animal

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Word / Phrase	Definition
coral reef	a structure under the sea made by tiny sea animals
pollution	harmful substances that make the environment dirty
plastic waste	unwanted plastic that is thrown away
endangered	at risk of disappearing forever
predator	an animal that hunts other animals for food
prey	an animal that is hunted by another animal
food chain	a series showing how living things get energy by eating one another
conserve	to protect something and use it carefully
protect	to keep someone or something safe from harm
deep sea	the very deep part of the ocean
species	a group of similar living things

B. Vocabulary in Context

- The ocean covers a huge part of our planet.
- Dolphins are an important part of marine life.
- A coral reef is a complex ecosystem.
- Every animal needs a safe habitat.
- Many colourful fish live around a coral reef.
- Plastic pollution can seriously harm sea animals.
- Volunteers collected plastic waste from the beach.
- Some sea turtles are now endangered.
- A shark is a powerful predator.
- Small fish can become the prey of larger animals.
- Plants are an important part of many food chains.
- We must conserve water and natural resources.
- Laws can help protect marine animals.
- Very unusual creatures live in the deep sea.
- Scientists continue to discover new species.

C. Vocabulary Practice — Choose the Correct Answer

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1. A dolphin is part of _____.

A. plastic waste
B. marine life
C. pollution
D. a habitat

2. The natural home of an animal is its _____.

A. habitat
B. predator
C. species
D. prey

3. A shark can be a _____ because it hunts other animals.

A. habitat
B. species
C. predator
D. reef

4. Plastic bottles in the sea are an example of _____.

A. conservation
B. marine life
C. a food chain
D. plastic waste

5. An animal that may disappear forever is _____.

A. endangered
B. protected
C. polluted
D. deep

6. A group of similar living organisms is called a _____.

A. habitat
B. species
C. predator
D. reef

7. We should _____ natural resources for future generations.

A. hunt
B. waste
C. conserve
D. pollute

8. A coral _____ provides a home for many sea creatures.

A. chain
B. species

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C. habitat
D. reef

9. The animal being hunted by a predator is called its _____.
A. prey
B. ecosystem
C. species
D. habitat

10. The very deep part of the ocean is called the _____.
A. coral reef
B. deep sea
C. food chain
D. coastline

11. The interaction between living things and their environment forms an _____.
A. ecosystem
B. ocean
C. predator
D. animal

12. We need laws to _____ endangered animals.
A. waste
B. hunt
C. protect
D. pollute

13. A series showing who eats whom is called a _____.
A. habitat
B. food chain
C. coral reef
D. species

14. Dirty substances that damage the environment cause _____.
A. pollution
B. conservation
C. protection
D. exploration

15. The _____ contains an enormous variety of living things.
A. predator
B. prey
C. ocean
D. waste

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✓ Vocabulary Answer Key

1. B	2. A	3. C	4. D	5. A
6. B	7. C	8. D	9. A	10. B
11. A	12. C	13. B	14. A	15. C

PART 2 — GRAMMAR: MODAL VERBS OF OBLIGATION AND ADVICE

A. Must

We use must to express a strong obligation or rule.

- We must protect the oceans.
- Students must not throw rubbish into the sea.

Form: must + base verb

B. Have to

We use have to when something is necessary because of a rule, situation, or external requirement.

- Scientists have to collect accurate information.
- We have to reduce plastic waste.

Form: have / has to + base verb

C. Should

We use should to give advice or make a recommendation.

- People should recycle plastic.
- We should protect coral reefs.

D. Shouldn't

We use shouldn't to say that something is not a good idea.

- We shouldn't waste water.
- People shouldn't throw rubbish into the ocean.

Quick Reference

Word / Phrase	Definition
must	strong obligation — e.g. We must protect marine life.

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Word / Phrase	Definition
have to	necessity / rule — e.g. We have to follow environmental laws.
should	advice — e.g. We should recycle.
shouldn't	negative advice — e.g. We shouldn't pollute the sea.

Remember: Modal + base verb → ✔ We should protect the ocean. ✗ We should to protect the ocean.

Grammar Practice — Complete the Paragraph

Paragraph 1: Protecting the Ocean

Our oceans are important for life on Earth. People (1) _____ protect them from pollution. We (2) _____ reduce the amount of plastic we use. Everyone (3) _____ recycle whenever possible. People (4) _____ throw rubbish into the sea. Factories (5) _____ follow environmental laws.

Word Bank:
must — should — should — shouldn't — have to

Paragraph 2: Saving Marine Animals

Many marine animals are endangered. Governments (1) _____ create laws to protect them. Fishermen (2) _____ follow rules that protect young fish. People (3) _____ buy products made from endangered animals. Schools (4) _____ teach students about conservation. We all (5) _____ help protect marine habitats.

Word Bank:
must — have to — shouldn't — should — must

Paragraph 3: A Clean Beach

Our class is visiting a beach tomorrow. We (1) _____ keep the beach clean. Students (2) _____ put rubbish in the correct bins. We (3) _____ leave plastic bottles on the sand. Everyone (4) _____ work together. We (5) _____ remind other visitors to protect the environment.

Word Bank:
must — should — shouldn't — have to — should

✓ Grammar Answer Key — Paragraph 1

1. must	2. should	3. should	4. shouldn't	5. have to

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✓ Grammar Answer Key — Paragraph 2

1. must	2. have to	3. shouldn't	4. should	5. must

✓ Grammar Answer Key — Paragraph 3

1. must	2. should	3. shouldn't	4. have to	5. should

PART 3 — UNIT CLOZE PRACTICE

Paragraph 1 — Coral Reefs

Coral reefs are beautiful underwater ecosystems. They provide a safe (1) _____ for thousands of marine animals. However, pollution and rising temperatures can damage these fragile ecosystems. People must (2) _____ coral reefs by reducing pollution. Tourists should not (3) _____ coral or leave rubbish in the water. Scientists are working to (4) _____ these important ecosystems and understand how they are changing.

Word Bank:
protect — habitat — damage — study

Paragraph 2 — Ocean Pollution

Ocean pollution is a serious environmental problem. Large amounts of plastic (1) _____ enter the sea every year. Some animals eat plastic because they mistake it for food. This can seriously (2) _____ them. People can help by reducing plastic use and recycling more. Governments can also introduce laws to (3) _____ pollution and protect marine (4) _____.

Word Bank:
waste — habitats — reduce — harm

Paragraph 3 — Food Chains

Every ecosystem has food chains. Plants use sunlight to make energy, while smaller animals may eat the plants. Larger animals can then eat the smaller animals. In this way, energy moves through the (1) _____. A shark may be a top (2) _____, while a small fish may be its (3) _____. If one species disappears, the whole ecosystem may be affected because every species has an important (4) _____.

Word Bank:
role — chain — predator — prey

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✓ Cloze Answer Key — Paragraph 1

1. habitat	2. protect	3. damage	4. study	

✓ Cloze Answer Key — Paragraph 2

1. waste	2. harm	3. reduce	4. habitats	

✓ Cloze Answer Key — Paragraph 3

1. chain	2. predator	3. prey	4. role	

PART 4 — READING SKILLS

Reading 1 — Ocean Pollution: A Problem We Can Change

The world's oceans are home to an enormous variety of life. Whales, dolphins, sharks, turtles, colourful fish, tiny organisms and countless other species depend on healthy oceans. The ocean also plays an important role in human life. It provides food, supports jobs, helps control the Earth's climate and is an important part of the water cycle. However, oceans around the world are facing serious problems, and one of the most visible is pollution.

One major source of ocean pollution is plastic. Every day, people use millions of plastic bags, bottles, food containers and other products. Some of this plastic is thrown on streets or beaches. Rain and wind can carry it into rivers, and rivers can eventually carry it into the ocean. Plastic can also enter the sea when people leave rubbish on beaches or when waste is not managed properly.

Marine animals can be harmed by plastic in several ways. A turtle, for example, may mistake a plastic bag for food. Birds and fish may also swallow small pieces of plastic. Larger pieces can trap animals and make it difficult for them to move, find food or escape from predators. Over time, plastic can break into very small pieces called microplastics. These tiny pieces can enter marine food chains.

Ocean pollution can affect people too. Many communities depend on the sea for fishing and tourism. If beaches become polluted, fewer visitors may want to go there. If fish and other seafood become contaminated, this can create concerns for people who depend on them as food.

Fortunately, there are many ways to reduce the problem. Individuals can use reusable bags and bottles, avoid unnecessary plastic and dispose of rubbish responsibly. Schools can organise beach-cleaning activities and teach students about environmental responsibility. Businesses

can develop products that use less plastic, while governments can create laws that encourage better waste management.

Solving ocean pollution will not happen overnight. It requires cooperation between individuals, communities, businesses and governments. Every small action can contribute to a larger change. Protecting the ocean means protecting the many forms of life that depend on it, including humans.

1. What is the main idea of the passage?

A. Oceans are mainly used for tourism.
B. Plastic is the only problem in the oceans.
C. Ocean pollution is a serious problem that people can help reduce.
D. Marine animals are dangerous to humans.

2. How can plastic from streets reach the ocean?

A. Rain and wind can carry it into rivers.
B. Fish carry it from streets to the ocean.
C. Tourists put it directly into deep water.
D. Scientists transport it to the sea.

3. What does “it” refer to in “Plastic can also enter the sea”?

A. the beach
B. the rubbish
C. the river
D. the plastic

4. Why can plastic be dangerous to marine animals?

A. It makes the ocean warmer.
B. Animals may eat it or become trapped in it.
C. It gives animals too much food.
D. It makes fish swim faster.

5. What are microplastics?

A. Very large pieces of plastic
B. Plastic containers used by scientists
C. Very small pieces of plastic
D. Natural materials found in coral reefs

6. How can pollution affect tourism?

A. Polluted beaches may attract fewer visitors.
B. Pollution makes hotels cheaper.
C. Tourists usually prefer dirty beaches.
D. Pollution creates more tourist activities.

7. Which action is suggested for individuals?

A. Use more single-use plastic.

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B. Leave rubbish on the beach.
C. Avoid recycling.
D. Use reusable bags and bottles.

8. Why does the writer mention schools?

A. To explain why students dislike the ocean
B. To show that schools can help educate students and organise activities
C. To prove that schools create pollution
D. To compare schools with businesses

9. What can we infer from the final paragraph?

A. Only governments can solve pollution.
B. Ocean pollution will disappear quickly.
C. Cooperation and many small actions are important.
D. Individuals cannot make any difference.

10. Which title would be most suitable?

A. Life in a Desert
B. The World's Most Dangerous Sharks
C. Why People Avoid Beaches
D. Ocean Pollution: A Problem We Can Change

✓ Reading 1 Answer Key

1. C	**2. A**	**3. D**	**4. B**	**5. C**
6. A	**7. D**	**8. B**	**9. C**	**10. D**

Reading 2 — The Mysterious World of the Deep Sea

The ocean is much deeper and more mysterious than most people imagine. Although humans have explored parts of the Earth's surface for thousands of years, much of the deep ocean remains difficult to study. The pressure is extremely strong, temperatures can be very low, and there is almost no sunlight. Yet this dark environment is home to remarkable creatures that have developed unusual ways to survive.

As sunlight cannot reach the deepest parts of the ocean, plants cannot easily use photosynthesis there. Instead, many deep-sea animals depend on food that comes from upper parts of the ocean. Dead plants and animals slowly sink through the water. Scientists sometimes describe this material as “marine snow” because it looks like tiny pieces falling through the dark water. It provides food for many organisms.

Some deep-sea creatures have surprising adaptations. The anglerfish, for example, has a special structure that can produce light. This light can help it attract prey in the darkness. Other animals have very large eyes that help them detect the small amount of available light.

Some species have bodies that are soft and flexible, which can help them survive under enormous water pressure.

Another fascinating feature of the deep sea is bioluminescence. This is the ability of a living organism to produce light. Scientists believe that animals use bioluminescence for several reasons. Some use it to attract prey, while others may use it to communicate or confuse predators.

Deep-sea exploration requires advanced technology. Scientists use remotely operated vehicles, underwater cameras and special instruments to collect information. These machines can travel to places where humans cannot safely stay for long periods. They allow scientists to observe animals, study rocks and measure environmental conditions.

The deep ocean also contains important natural resources, but scientists are concerned about how human activities might affect these environments. Because deep-sea ecosystems are often slow-growing and difficult to study, damage may take a long time to repair. Researchers therefore emphasise the importance of understanding these environments before making major changes to them.

The deep sea reminds us that our planet still contains many mysteries. Every expedition can lead to new discoveries and raise new questions. By studying the deep ocean carefully, scientists can learn more about life, adaptation and the history of our planet.

1. Why is the deep sea difficult to explore?

A. It contains no living things.
B. It is always close to beaches.
C. It has strong pressure, darkness and difficult conditions.
D. It is filled with sunlight.

2. What is “marine snow”?

A. Ice falling into the ocean
B. Dead material sinking from upper parts of the ocean
C. White sand found on beaches
D. A type of deep-sea fish

3. Why does the anglerfish produce light?

A. To warm the ocean
B. To communicate with humans
C. To make plants grow
D. To help attract prey

4. What does “adaptations” mean in the passage?

A. Features that help organisms survive
B. Places where animals sleep
C. Changes made by scientists to machines
D. Types of ocean pollution

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5. What is bioluminescence?

A. The ability to swim very quickly
B. The ability to live without food
C. The ability of an organism to produce light
D. The ability to survive on land

6. How can deep-sea technology help scientists?

A. It allows them to study places that are difficult for humans to reach.
B. It removes all pollution from the ocean.
C. It changes deep-sea animals into land animals.
D. It brings sunlight to the deepest parts.

7. Why might damage to deep-sea ecosystems be difficult to repair?

A. Deep-sea animals live for only one day.
B. Deep-sea ecosystems may grow and recover slowly.
C. Scientists never study the deep sea.
D. There are no organisms in deep water.

8. Which idea is supported by the passage?

A. Scientists already know everything about the deep sea.
B. The deep sea contains only dangerous animals.
C. Deep-sea exploration is impossible.
D. New technology can help scientists make new discoveries.

9. What is the writer's main purpose?

A. To explain interesting features of the deep sea and how scientists study it
B. To persuade people to become deep-sea divers
C. To compare oceans with deserts
D. To explain how to build an underwater machine

10. What can we infer from the final paragraph?

A. The ocean has no importance to science.
B. Scientists are no longer interested in exploration.
C. Deep-sea research can increase our understanding of life and Earth.
D. Most deep-sea animals have already been discovered.

✓ Reading 2 Answer Key

1. C	2. B	3. D	4. A	5. C
6. A	7. B	8. D	9. A	10. C

Reading 3 — Sharks and the Marine Food Chain

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Sharks have lived in the world's oceans for millions of years. They are often recognised as powerful predators, but their role in marine ecosystems is much more important than simply hunting other animals. Sharks are part of complex food chains, and their presence can influence the health and balance of ocean ecosystems.

A food chain shows how energy moves between living organisms. In a simple marine food chain, tiny organisms may be eaten by small fish. Larger fish may then eat the small fish, and a shark may eat one of the larger fish. Real ecosystems are more complicated than this simple example because animals can eat several different types of food.

As predators, many sharks help control populations of other marine animals. This does not mean that sharks simply remove large numbers of animals from the ocean. Instead, their feeding behaviour can influence where other animals live and what they eat. In some ecosystems, the presence of predators can prevent one species from becoming too numerous.

Sharks also tend to target animals that are easier to catch. This can sometimes influence the health of prey populations. For example, if a predator removes weaker or slower animals, stronger individuals may have a better chance of surviving and reproducing. In this way, predators can play a role in the natural process of selection.

However, many shark populations are under pressure because of human activities. Some sharks are accidentally caught in fishing equipment. Others are caught intentionally. Pollution and changes in ocean conditions can also affect marine ecosystems. When shark numbers decrease greatly, the effects may spread through the food web.

Protecting sharks does not mean allowing unlimited growth of their populations. It means maintaining a healthy balance in marine ecosystems. Scientists study shark populations, fishing activities and ocean conditions to understand what levels of fishing can be sustainable.

People can help by learning more about sharks and supporting conservation efforts that protect healthy, balanced marine ecosystems for future generations.

(Note: the reading text for Reading 3 was cut off in the source material; the comprehension questions are not available for this passage. Consider extending the passage and writing 10 matching questions in the same style as Readings 1 and 2 if you would like to use it as a full assessment.)

PART 5 — WRITING WORKSHOP: INFORMATIVE WRITING

Writing Topic: Protecting Our Oceans

Your task is to explain why the oceans are important and how people can help protect marine life.

A. Three-Paragraph Structure

Paragraph 1 — Introduction

Introduce the oceans and explain why they are important.

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- The oceans cover...
- Marine life is important because...
- However, our oceans face...
- One serious problem is...

Paragraph 2 — Body

Explain the problem and give examples of solutions.

- First of all, ...
- For example, ...
- In addition, ...
- As a result, ...
- People must / should...

Paragraph 3 — Conclusion

Summarise the main ideas and explain why protecting the ocean matters.

- In conclusion, ...
- To sum up, ...
- By working together, we can...

B. Writing Toolbox

Key Vocabulary:

ocean — marine life — ecosystem — pollution — endangered — conserve — protect — species

Linking Words:

also — in addition — for example — because — therefore — as a result — in conclusion — to sum up

C. Student Writing Checklist

Content

- ☐ Did I introduce the topic clearly?
- ☐ Did I explain the problem accurately?
- ☐ Did I include examples or solutions?

Organisation

- ☐ Do I have an introduction, a body and a conclusion?

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- ☐ Are my ideas logically organised?

Language

- ☐ Did I use Unit 1 vocabulary?
- ☐ Did I use modal verbs (must / have to / should / shouldn't) correctly?
- ☐ Did I use linking words?

Accuracy

- ☐ Did I check spelling, punctuation and capital letters?
- ☐ Did I check subject-verb agreement and verb forms?

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UNIT 2 — SPACE EXPLORATION

Unit Overview

- Space exploration
- The International Space Station
- Life on Mars
- Astronauts and space missions
- The future of space travel
- The Second Conditional
- Compound nouns
- Informative writing

Learning Outcomes

- Understand and use vocabulary related to space exploration.
- Identify main ideas and supporting details in longer texts.
- Understand information about astronauts, spacecraft and space missions.
- Make logical inferences from reading texts.
- Explain causes, possibilities and hypothetical situations.
- Use the Second Conditional correctly.
- Recognise and form common compound nouns.
- Use context clues to understand unfamiliar vocabulary.
- Organise information into clear paragraphs.
- Write a well-developed informative piece about space exploration.

PART 1 — VOCABULARY BUILDER

A. Key Vocabulary

Word / Phrase	Definition
astronaut	a person trained to travel and work in space
spacecraft	a vehicle designed to travel in space
space station	a large structure where astronauts can live and work in space

Word / Phrase	Definition
orbit	the curved path of an object around a planet or star
planet	a large round object that travels around a star
gravity	the force that pulls objects toward a planet
mission	an important journey or task with a special purpose
launch	to send a spacecraft into space
explore	to travel through a place to learn more about it
research	careful study to discover new information
experiment	a scientific test carried out to learn something
technology	scientific knowledge and equipment used to solve problems
surface	the outside or top layer of something
atmosphere	the layer of gases surrounding a planet
habitat	a place designed to provide a suitable living environment

B. Vocabulary in Context

- The astronaut spent six months aboard the space station.
- The spacecraft travelled millions of kilometres through space.
- The International Space Station is a large space station.
- The Moon moves in an orbit around Earth.
- Mars is a rocky planet.
- Earth's gravity keeps us on the ground.
- The astronauts began a new scientific mission.
- The rocket will launch early tomorrow morning.
- Scientists want to explore Mars.
- Space agencies carry out research about life beyond Earth.
- The astronauts performed an important experiment.
- Modern technology makes space exploration possible.
- Scientists study the surface of Mars using robots.
- Earth has an atmosphere containing gases that support life.
- Scientists are investigating how to build a safe space habitat.

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C. Vocabulary Practice — Choose the Correct Answer

1. A person trained to travel and work in space is an _____.

A. astronaut
B. orbit
C. experiment
D. atmosphere

2. A vehicle that travels into space is called a _____.

A. planet
B. spacecraft
C. surface
D. habitat

3. The path of a planet or spacecraft around another object is its _____.

A. mission
B. gravity
C. orbit
D. launch

4. The force that pulls objects toward Earth is called _____.

A. technology
B. research
C. atmosphere
D. gravity

5. Scientists carry out an _____ to test an idea.

A. experiment
B. astronaut
C. orbit
D. surface

6. A special journey or task with a purpose is a _____.

A. planet
B. mission
C. habitat
D. launch

7. To send a rocket into space means to _____ it.

A. explore
B. research
C. launch
D. orbit

8. Scientists use new _____ to collect information from distant planets.

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A. gravity
B. surface
C. mission
D. technology

9. Mars has a rocky _____ that scientists study with robots.
A. atmosphere
B. surface
C. orbit
D. habitat

10. The gases surrounding a planet form its _____.
A. atmosphere
B. experiment
C. spacecraft
D. mission

11. Scientists hope to _____ Mars and learn more about its environment.
A. launch
B. orbit
C. explore
D. surface

12. Careful scientific study to discover new information is called _____.
A. gravity
B. research
C. technology
D. habitat

13. A place designed for people or organisms to live is a _____.
A. habitat
B. planet
C. launch
D. orbit

14. Earth is an example of a _____.
A. spacecraft
B. mission
C. planet
D. experiment

15. Astronauts may work aboard a _____ for many months.
A. surface
B. space station
C. gravity

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D. launch

✓ Vocabulary Answer Key

1. A	2. B	3. C	4. D	5. A
6. B	7. C	8. D	9. B	10. A
11. C	12. B	13. A	14. C	15. B

PART 2 — GRAMMAR: THE SECOND CONDITIONAL

A. When Do We Use the Second Conditional?

We use the Second Conditional to talk about:

- Imaginary situations
- Unlikely situations
- Hypothetical possibilities
- Dreams and ideas about the present or future

Example: If I lived on Mars, I would miss Earth.

This does not mean that I really live on Mars. It is an imaginary situation.

B. Form

IF + PAST SIMPLE, WOULD + BASE VERB

If + subject + past simple, subject + would + base verb.

- If I travelled to space, I would take many photographs.
- If scientists found life on Mars, they would study it.
- If we lived on another planet, we would need special equipment.

C. Negative Form

- If I lived on Mars, I wouldn't feel completely comfortable at first.
- If there were no gravity, astronauts wouldn't walk normally.

D. Questions

- What would you do if you travelled to space?
- Where would you live if you could choose another planet?
- Would you visit Mars if you had the opportunity?

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Important: do not use would directly after if. ✗ **If I would travel to space, I would take photographs.** ✓ **If I travelled to space, I would take photographs.**

Quick Reference

Word / Phrase	Definition
If I visited Mars ...	... I would take photographs.
If she lived in space ...	... she would miss Earth.
If scientists found life ...	... they would study it.

PART 3 — COMPOUND NOUNS

A. What Is a Compound Noun?

A compound noun is made when two or more words work together to create one meaning.

Examples:

space + station = space station — space + craft = spacecraft — science + fiction = science fiction — moon + light = moonlight — rocket + launch = rocket launch — space + suit = spacesuit

B. More Space-Related Compound Nouns

Word / Phrase	Definition
space station	a place where astronauts live and work
spacecraft	a vehicle that travels in space
spacesuit	special clothing worn by astronauts
spacewalk	a time when an astronaut works outside a spacecraft
rocket launch	the beginning of a rocket's journey
moonlight	light from the Moon
star system	a group of stars and objects connected by gravity
science fiction	stories about imagined science and technology

PART 4 — GRAMMAR PRACTICE

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A. Second Conditional — Complete the Paragraphs

Paragraph 1 — My Space Dream

If I (1) _____ the chance to travel to space, I (2) _____ visit the International Space Station. If I (3) _____ an astronaut, I would spend my time studying Earth. I (4) _____ also take photographs of the planet. If I saw the Earth from space, I (5) _____ never forget the experience.

Word Bank:
had — would — were — would — would

Paragraph 2 — Life on Mars

If humans (1) _____ on Mars, they would need special habitats. If there (2) _____ no oxygen outside, astronauts would wear spacesuits. They (3) _____ need to produce water and food. If scientists found evidence of ancient life, they (4) _____ study it carefully. People would also need technology that (5) _____ protect them from the environment.

Word Bank:
lived — were — would — would — could

Paragraph 3 — A New Space Mission

If our school (1) _____ a space research project, students would be very excited. We (2) _____ learn about planets and stars. If we (3) _____ a spacecraft, we would design it together. We (4) _____ also carry out experiments. If our project were successful, it (5) _____ inspire other students.

Word Bank:
started — would — built — would — would

B. Compound Nouns — Complete the Sentences

Word Bank:
spacesuit — spacecraft — space station — spacewalk — rocket launch

1. The astronauts wore a special _____ to protect their bodies.
2. The _____ carried the astronauts into space.
3. Astronauts live and work aboard the International _____.
4. During a _____, an astronaut can work outside the spacecraft.
5. Thousands of people watched the _____.

✓ Second Conditional — Paragraph 1

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had	would	were	would	would

✓ Second Conditional — Paragraph 2

lived	were	would	would	could

✓ Second Conditional — Paragraph 3

started	would	built	would	would

✓ Compound Nouns Answer Key

spacesuit	spacecraft	space station	spacewalk	rocket launch

PART 5 — UNIT CLOZE PRACTICE

Paragraph 1 — Training for Space

Becoming an astronaut requires years of training. Astronauts need strong scientific knowledge and must learn how to use complex (1) _____. They also practise working as a team because a space (2) _____ often involves many people. Before a rocket (3) _____, astronauts check their equipment carefully. They must also understand how (4) _____ works because it affects movement in space.

Word Bank:
technology — mission — launch — gravity

Paragraph 2 — Mars Exploration

Mars is one of the planets that scientists are interested in exploring. Its (1) _____ is very different from Earth's, and its surface is cold and dry. Scientists use robots to study rocks and soil. If they found signs of ancient life, they (2) _____ investigate them carefully. In the future, a special (3) _____ might carry astronauts to Mars. They would need a safe (4) _____ where they could live.

Word Bank:
atmosphere — would — spacecraft — habitat

Paragraph 3 — Looking into the Future

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Space exploration may change greatly in the future. New (1) _____ could make missions safer and faster. Scientists may build larger space (2) _____ where people can live for long periods. If humans established a permanent base on the Moon, scientists (3) _____ use it for research. They might also use the Moon as a starting point for missions to other (4) _____.

Word Bank:
technology — stations — would — planets

✓ Cloze Answer Key — Paragraph 1

technology	**mission**	**launch**	**gravity**	

✓ Cloze Answer Key — Paragraph 2

atmosphere	**would**	**spacecraft**	**habitat**	

✓ Cloze Answer Key — Paragraph 3

technology	**stations**	**would**	**planets**	

PART 6 — READING SKILLS

Reading 1 — The International Space Station

For thousands of years, humans have looked at the night sky and wondered what exists beyond Earth. Modern technology has allowed people to travel into space, but scientists still need to understand how humans can live and work there for long periods. One of the most important places for studying this question is the International Space Station, often called the ISS.

The ISS is a large laboratory that travels around Earth. It was built through cooperation between several space agencies and countries. Construction began in the late 1990s, and astronauts have lived aboard the station for many years. The station moves around Earth at a very high speed and completes an orbit approximately every 90 minutes.

Life aboard the ISS is very different from life on Earth. Astronauts experience microgravity, which means they appear to float instead of standing normally on the floor. Simple activities such as eating, sleeping and exercising require special equipment and careful planning. Astronauts sleep in small sleeping spaces and use straps to keep themselves from floating around.

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Exercise is particularly important. On Earth, gravity naturally makes our muscles and bones work as we move. In space, the body receives less of this normal resistance. Astronauts therefore exercise regularly to help maintain their physical health.

The ISS is also a scientific laboratory. Astronauts conduct experiments that would be difficult to perform in the same way on Earth. Scientists study how plants grow in space, how materials behave in microgravity and how the human body changes during long periods away from Earth. These experiments can provide information that may be useful for future missions.

Another important purpose of the ISS is international cooperation. Scientists and astronauts from different countries work together toward shared scientific goals. They must communicate clearly, solve problems and depend on one another. A space station therefore represents not only technological achievement but also cooperation between people.

The ISS has also helped scientists prepare for future exploration. Missions to the Moon, Mars and other destinations may require astronauts to spend long periods away from Earth. Learning how people live in space can help scientists design better equipment, habitats and medical systems.

The International Space Station demonstrates what humans can achieve when science, technology and cooperation come together. It is both a laboratory in orbit and an important step in learning how future generations might explore beyond Earth.

1. What is the main purpose of the passage?

A. To explain how astronauts become famous
B. To describe different planets
C. To explain the importance and functions of the ISS
D. To teach readers how to build a rocket

2. Approximately how long does the ISS take to orbit Earth?

A. About 90 minutes
B. About 90 hours
C. About 24 hours
D. About one month

3. Why do astronauts exercise regularly?

A. To prepare for sports competitions
B. To make the spacecraft move faster
C. To increase gravity
D. To help maintain their muscles and bones

4. What does “microgravity” mean in the passage?

A. Very strong gravity
B. A condition in which people appear to float
C. A complete absence of space
D. A type of space technology

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5. What do astronauts study on the ISS?

A. Only the weather on Earth
B. Only the Moon
C. Plants, materials and changes in the human body
D. Only spacecraft engines

6. Why is international cooperation important on the ISS?

A. Astronauts and scientists from different countries work toward shared goals.
B. Countries compete to control the station.
C. Scientists never need to communicate.
D. Astronauts work completely alone.

7. What can we infer about future space missions?

A. They will not need scientific research.
B. They may require people to live away from Earth for long periods.
C. They will only happen on Earth.
D. They will not use technology.

8. The word "they" in "They must communicate clearly" refers to:

A. experiments
B. countries
C. materials
D. scientists and astronauts

9. Which statement is supported by the passage?

A. The ISS is only used for tourism.
B. Astronauts can live normally without special equipment.
C. The ISS helps scientists prepare for future exploration.
D. The ISS never involves international cooperation.

10. Which title is most suitable?

A. The International Space Station: A Laboratory in Orbit
B. The History of Earth
C. How to Become a Pilot
D. The World's Highest Mountains

✓ Reading 1 Answer Key

1. C	2. A	3. D	4. B	5. C
6. A	7. B	8. D	9. C	10. A

Reading 2 — Surviving on Mars

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Mars has fascinated scientists and the public for generations. It is often called the Red Planet because iron-rich materials on its surface give it a reddish appearance. Although Mars is relatively close to Earth compared with many other planets, travelling there and living there would be extremely difficult.

One major challenge is the atmosphere. Earth's atmosphere contains gases that are essential for human life, but the Martian atmosphere is very thin and contains mostly carbon dioxide. Humans could not breathe normally on the surface. Any astronauts visiting Mars would therefore need spacesuits and special habitats that provide suitable air.

Temperature is another challenge. Mars is much colder than Earth, and temperatures can change greatly. Dust storms can also cover large areas and sometimes last for weeks. Future explorers would need strong buildings and equipment that could continue working in difficult conditions.

Water is especially important. Scientists have found evidence of water ice on Mars, mainly beneath the surface and near the polar regions. Finding accessible water would be extremely valuable for future missions. Water could be used for drinking and for producing oxygen and other resources. However, collecting and processing Martian water would require advanced technology.

Food would also be a challenge. Astronauts travelling to Mars could carry supplies from Earth, but a long-term settlement would need more sustainable methods. Scientists are studying whether certain plants could grow in controlled environments. If researchers found ways to produce some food locally, future missions might become more independent from Earth.

Energy would be another important issue. Solar panels could provide energy, but dust on Mars can reduce their effectiveness. Scientists may therefore need different energy systems or methods of cleaning equipment.

Communication is also more difficult between Earth and Mars. Because the planets are far apart, messages cannot travel instantly. A message can take several minutes to travel from one planet to the other. This means astronauts could not always receive immediate instructions from Earth during an emergency.

Despite these challenges, scientists continue to study Mars. Robots have already explored the planet's surface, collected information and photographed its landscape. These missions help researchers understand Mars before humans eventually travel there.

If humans lived on Mars one day, their lives would be very different from life on Earth. They would need to depend on technology, careful planning and teamwork. A successful settlement would not simply be about reaching another planet; it would be about creating a safe environment where people could survive.

Mars exploration therefore requires patience and preparation. Scientists must understand the planet's environment and develop reliable systems before sending people there. The challenges are enormous, but the knowledge gained from solving them could help humans understand both Mars and the possibilities of life beyond Earth.

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1. Why is Mars called the Red Planet?

A. Because its atmosphere is red
B. Because its surface contains iron-rich materials
C. Because it is always hot
D. Because it has red oceans

2. What is a major problem with the Martian atmosphere?

A. It contains too much oxygen.
B. It is too thick.
C. It is mostly made of water.
D. Humans cannot breathe it normally.

3. Why would water be especially valuable on Mars?

A. It could support drinking and the production of important resources.
B. It would make Mars warmer.
C. It would create an atmosphere automatically.
D. It would stop all dust storms.

4. What could make solar panels less effective?

A. The cold water
B. The thin atmosphere
C. Dust
D. The Moon

5. What does “sustainable” mean in the context of food production?

A. Able to continue for a long time without depending completely on outside supplies
B. Impossible to repeat
C. Extremely expensive
D. Designed only for Earth

6. Why is communication with Earth difficult?

A. Mars has no technology.
B. Messages take time to travel between the planets.
C. Astronauts cannot use radios.
D. Mars blocks all signals permanently.

7. What can we infer about living on Mars?

A. It would require careful planning and advanced technology.
B. It would be easier than living on Earth.
C. Humans could live there without spacesuits.
D. Astronauts would not need food.

8. What is one purpose of robotic missions to Mars?

A. To build hotels
B. To bring tourists

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C. To collect information before human missions
D. To replace all scientists

9. What is the writer mainly doing in this passage?

A. Describing the challenges humans would face on Mars
B. Explaining how to become an astronaut
C. Comparing Mars with the Moon only
D. Persuading people to stop studying Mars

10. Which conclusion is best supported by the passage?

A. Living on Mars would require careful preparation and advanced technology.
B. Mars is now ready for large human cities.
C. Mars has the same atmosphere as Earth.
D. Communication between Earth and Mars is instant.

✓ Reading 2 Answer Key

1. B	2. D	3. A	4. C	5. A
6. B	7. A	8. C	9. A	10. A

PART 7 — WRITING WORKSHOP: INFORMATIVE WRITING

Writing Topic: The Future of Space Exploration

Your task is to explain how space exploration may develop in the future and why it is important.

A. Three-Paragraph Structure

Paragraph 1 — Introduction

Introduce space exploration and explain why it is important.

- Space exploration is...
- For many years, scientists have...
- One important goal of space exploration is...
- This is important because...

Paragraph 2 — Body

Explain possibilities, challenges and examples.

- First of all, ...
- For example, ...
- If scientists ..., they would ...

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- In addition, ...
- As a result, ...

Paragraph 3 — Conclusion

Summarise the main ideas.

- In conclusion, ...
- To sum up, ...
- In the future, space exploration may...

B. Writing Toolbox

Key Vocabulary:
astronaut — spacecraft — space station — orbit — mission — explore — technology — atmosphere — habitat

Linking Words:
also — in addition — for example — because — therefore — as a result — however — in conclusion — to sum up

C. Student Writing Checklist

Content

- ☐ Did I introduce the topic clearly?
- ☐ Did I explain ideas about the future of space exploration?
- ☐ Did I include examples?

Organisation

- ☐ Do I have an introduction, a body and a conclusion?
- ☐ Are my ideas logically organised?

Language

- ☐ Did I use Unit 2 vocabulary?
- ☐ Did I use the Second Conditional correctly?
- ☐ Did I use compound nouns correctly?
- ☐ Did I use linking words?

Accuracy

- ☐ Did I check spelling, punctuation and capital letters?

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- ☐ Did I check my verb forms?

Note: the source material for Reading 2's final question and the unit's writing workshop was incomplete; the question and workshop above were completed to match the style, grammar focus and topic of the rest of the unit.

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UNIT 3 — NATURAL WONDERS & SCIENCE

Unit Overview

- Natural wonders
- Erosion and weathering
- Canyons and landscapes
- The Grand Canyon
- Scientific discoveries
- Blood circulation
- Fingerprints
- The Passive Voice
- Informative writing

Learning Outcomes

- Understand and use vocabulary related to natural wonders and science.
- Explain how natural landscapes are formed.
- Identify causes and effects in scientific texts.
- Understand important information in longer reading passages.
- Make logical inferences using evidence from a text.
- Use the Passive Voice accurately.
- Recognise the difference between active and passive sentences.
- Use scientific vocabulary in context.
- Organise information logically when writing.
- Write a clear three-paragraph informative text.

PART 1 — VOCABULARY BUILDER

A. Key Vocabulary

Word / Phrase	Definition
natural wonder	an amazing place or feature created by nature
landscape	the visible features of an area of land

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Word / Phrase	Definition
erosion	the gradual wearing away of rock or soil
weathering	the breaking down of rocks over time
canyon	a deep valley with steep sides
riverbed	the bottom of a river
waterfall	water falling from a high place
valley	a low area of land between hills or mountains
layer	a level or thickness of material
rock formation	a natural structure made of rock
mineral	a natural substance found in rocks and the Earth
fossil	remains or evidence of ancient living things
circulation	the movement of blood around the body
blood vessel	a tube that carries blood through the body
fingerprint	the unique pattern on a person's finger

B. Vocabulary in Context

- The Grand Canyon is a famous natural wonder.
- The desert landscape changes after heavy rain.
- Erosion can slowly change the shape of mountains.
- Weathering breaks rocks into smaller pieces.
- The river flows through a deep canyon.
- Water moves along the riverbed.
- The beautiful waterfall attracts many visitors.
- The village is located in a green valley.
- Scientists discovered several layers of rock.
- The mountain contains an unusual rock formation.
- A mineral is a natural substance found in the Earth.
- Scientists discovered a fossil in the rock.
- Blood circulation carries oxygen around the body.
- A blood vessel carries blood to different parts of the body.
- Every person's fingerprint has a unique pattern.

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C. Vocabulary Practice — Choose the Correct Answer

1. The Grand Canyon is an example of a _____.

A. blood vessel
B. natural wonder
C. fingerprint
D. mineral

2. The gradual wearing away of rocks by water or wind is called _____.

A. circulation
B. weathering
C. erosion
D. formation

3. A deep valley with steep sides is a _____.

A. canyon
B. riverbed
C. waterfall
D. mineral

4. The bottom of a river is called its _____.

A. landscape
B. valley
C. layer
D. riverbed

5. The breaking down of rocks over a long period is called _____.

A. weathering
B. circulation
C. erosion
D. formation

6. A natural substance found in rocks is a _____.

A. fossil
B. mineral
C. canyon
D. fingerprint

7. The remains of an ancient plant or animal may be a _____.

A. layer
B. waterfall
C. fossil
D. landscape

8. Blood moves around the body through a process called blood _____.

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A. erosion
B. circulation
C. weathering
D. formation

9. A tube that carries blood through the body is a _____.
A. blood vessel
B. riverbed
C. rock formation
D. canyon

10. The unique pattern on a person's finger is a _____.
A. mineral
B. fossil
C. fingerprint
D. layer

11. A low area of land between hills or mountains is a _____.
A. canyon
B. valley
C. waterfall
D. riverbed

12. A structure naturally made of rocks is called a _____.
A. rock formation
B. blood vessel
C. fossil
D. landscape

13. A _____ is a level or thickness of material.
A. wonder
B. layer
C. mineral
D. valley

14. A beautiful stream of water falling from a high place is a _____.
A. waterfall
B. canyon
C. fossil
D. riverbed

15. The visible features of an area of land form its _____.
A. erosion
B. fingerprint
C. landscape

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D. circulation

✓ Vocabulary Answer Key

1. B	2. C	3. A	4. D	5. A
6. B	7. C	8. B	9. A	10. C
11. B	12. A	13. B	14. A	15. C

PART 2 — GRAMMAR: THE PASSIVE VOICE

A. What Is the Passive Voice?

We use the Passive Voice when the action is more important than the person or thing that performs it.

Active: Scientists discovered the fossil.

Passive: The fossil was discovered by scientists.

The focus changes from the scientists to the fossil.

B. Basic Form

SUBJECT + BE + PAST PARTICIPLE

The verb be changes according to the tense.

Word / Phrase	Definition
Present Simple	am / is / are + past participle — e.g. The canyon is visited by tourists.
Past Simple	was / were + past participle — e.g. The fossil was discovered in 1990.
Future	will be + past participle — e.g. The rock will be examined tomorrow.

C. Present Simple Passive

Form: am / is / are + past participle

- Rocks are studied by scientists.
- Blood is carried through blood vessels.
- Fingerprints are used for identification.

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D. Past Simple Passive

Form: was / were + past participle

- The fossil was discovered last year.
- The canyon was formed over millions of years.
- The samples were collected by researchers.

E. Future Passive

Form: will be + past participle

- The samples will be examined tomorrow.
- The results will be published later.
- New evidence will be studied by scientists.

Remember: the main verb must be in the past participle. ✕ The fossil was discover yesterday. ☑ The fossil was discovered yesterday.

PART 3 — GRAMMAR PRACTICE

A. Complete the Paragraphs

Paragraph 1 — The Grand Canyon

The Grand Canyon (1) _____ formed over a very long period of time. Its rocks (2) _____ shaped by natural processes. The canyon (3) _____ studied by scientists and geologists. Every year, thousands of photographs (4) _____ taken by visitors. Important geological information (5) _____ collected from the different rock layers.

Word Bank:
was — were — is — are — is

Paragraph 2 — A Scientific Discovery

Last year, an unusual fossil (1) _____ discovered by a group of researchers. The fossil (2) _____ carefully removed from the rock. It (3) _____ taken to a laboratory for examination. Several tests (4) _____ carried out by scientists. The results (5) _____ recorded for further research.

Word Bank:
was — was — was — were — were

Paragraph 3 — Future Research

Scientists are planning a new project. Several rock samples (1) _____ be collected from the area. They (2) _____ be examined in a laboratory. New information (3) _____ be added to

scientific records. The results (4) _____ be shared with other researchers. A detailed report (5) _____ be published at the end of the project.

Word Bank:
will — will — will — will — will

B. Change Active into Passive

1. Scientists study the rock layers. → The rock layers _____.
2. Researchers discovered the fossil. → The fossil _____.
3. Scientists will examine the samples. → The samples _____.
4. Doctors use fingerprints for identification. → Fingerprints _____.
5. The river shaped the landscape. → The landscape _____.

✓ Grammar Answer Key — Paragraph 1

was	were	is	are	is

✓ Grammar Answer Key — Paragraph 2

was	was	was	were	were

✓ Grammar Answer Key — Paragraph 3

will	will	will	will	will

✓ Active → Passive Answer Key

- The rock layers are studied by scientists.
- The fossil was discovered by researchers.
- The samples will be examined by scientists.
- Fingerprints are used by doctors for identification.
- The landscape was shaped by the river.

PART 4 — UNIT CLOZE PRACTICE

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Paragraph 1 — How Canyons Change

Canyons can change over millions of years. Water moves through a river and slowly causes (1) _____. Rocks are gradually worn away, while other rocks are broken down through (2) _____. Over time, these processes can create a deep (3) _____. Scientists study the different rock (4) _____ to understand how the landscape changed.

Word Bank:
erosion — weathering — canyon — layers

Paragraph 2 — Discovering the Past

Fossils give scientists information about life in the past. When a fossil (1) _____ discovered, researchers carefully examine it. The fossil may contain evidence about an ancient (2) _____. Scientists can also study the surrounding (3) _____ to learn about the environment in which the organism lived. This information helps researchers understand how life on Earth (4) _____ over time.

Word Bank:
was — species — rocks — changed

Paragraph 3 — Science and the Human Body

The human body is a complex system. The heart pumps blood through (1) _____ around the body. This process is called blood (2) _____. Blood carries oxygen and nutrients to different organs. Scientists have developed many ways to study the human body. For example, (3) _____ are used to identify people because every person's pattern is different. Modern scientific (4) _____ has helped doctors understand the body better.

Word Bank:
blood vessels — circulation — fingerprints — research

✓ Cloze Answer Key — Paragraph 1

erosion	weathering	canyon	layers	

✓ Cloze Answer Key — Paragraph 2

was	species	rocks	changed	

✓ Cloze Answer Key — Paragraph 3

blood vessels	circulation	fingerprints	research	

PART 5 — READING SKILLS

Reading 1 — The Power of Erosion

The Earth may appear stable and unchanging, but its landscapes are constantly being shaped by natural processes. Mountains, valleys, rivers and canyons can change over thousands or even millions of years. One of the most important processes responsible for these changes is erosion.

Erosion is the gradual movement of rock and soil from one place to another. Water, wind, ice and gravity can all cause erosion. Although erosion usually happens slowly, its effects can become dramatic over long periods of time.

Water is one of the strongest causes of erosion. When rain falls on mountains and hills, water flows downhill. Small amounts of soil and rock can be carried away by the moving water. Rivers can also transport pieces of rock as they travel across the landscape. Over many years, this process can make valleys deeper and wider.

Wind can also cause erosion, especially in dry areas. Strong winds can carry tiny pieces of sand and dust. When these particles hit rocks, they can slowly wear down their surfaces. In deserts, wind erosion can help create unusual rock shapes and patterns.

Ice is another powerful force. In cold regions, water can enter small cracks in rocks. When the water freezes, it expands and puts pressure on the rock. After repeated freezing and melting, the rock may break into smaller pieces. Moving glaciers can also carry large amounts of rock and soil as they travel.

Gravity contributes to erosion as well. Rocks and soil can move downhill during landslides. Heavy rainfall can make the ground unstable, increasing the risk of movement.

Erosion is not always harmful. It is a natural process that helps shape the Earth's surface. However, human activities can sometimes make erosion happen faster. Removing plants, cutting down forests and building on unstable land can leave soil less protected.

Plants can help reduce erosion because their roots hold soil together. This is one reason why protecting forests and planting vegetation can be important for healthy landscapes.

Scientists study erosion to understand how landscapes change and to help communities manage areas that may be at risk. By understanding natural processes, people can make better decisions about where to build roads, homes and other structures.

Erosion reminds us that even the strongest landscapes are constantly changing. A river that seems small today may help create a completely different landscape after thousands of years.

1. What is the main idea of the passage?

A. Mountains never change.
B. Erosion is a natural process that slowly changes landscapes.

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C. Wind is the only cause of erosion.
D. Human activities are the main cause of every natural change.

2. Which force can cause erosion?

A. Water
B. Light
C. Sound
D. Electricity

3. How can rivers change landscapes?

A. They stop all movement of rocks.
B. They make mountains disappear immediately.
C. They carry soil and rock and can deepen valleys over time.
D. They prevent erosion.

4. Why is wind erosion common in deserts?

A. Deserts receive very heavy rainfall.
B. Deserts have large glaciers.
C. Deserts have thick forests.
D. Strong winds can carry sand and dust.

5. What happens when water freezes inside cracks in rocks?

A. The water disappears.
B. The expanding ice can put pressure on the rock.
C. The rock becomes softer immediately.
D. The crack closes permanently.

6. How can plants reduce erosion?

A. Their roots help hold soil together.
B. Their leaves create rocks.
C. Their flowers stop rivers.
D. Their roots increase wind speed.

7. What does “dramatic” mean in the passage?

A. Funny
B. Temporary
C. Noticeable or significant
D. Impossible

8. Why does the writer mention human activities?

A. To show that people can sometimes make erosion happen faster
B. To prove that erosion is not natural
C. To explain why rivers do not cause erosion
D. To show that plants cause erosion

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9. What can we infer about erosion?

A. It always happens quickly.
B. It only happens in deserts.
C. It can have a large effect when it continues for a long time.
D. It has no effect on landscapes.

10. Which title is most suitable?

A. How to Build a Mountain
B. The Power of Erosion
C. Life in the Desert
D. Why Rivers Are Dangerous

✓ Reading 1 Answer Key

1. B	2. A	3. C	4. D	5. B
6. A	7. C	8. A	9. C	10. B

Reading 2 — The Grand Canyon

The Grand Canyon is one of the world's most famous natural landscapes. Located in the state of Arizona in the United States, it stretches for hundreds of kilometres and reaches impressive depths in some areas. Its enormous size and colourful rock layers attract millions of visitors and scientists every year.

Although the Grand Canyon looks as if it appeared suddenly, its formation took an extremely long time. The Colorado River played an important role in shaping the canyon. As the river moved through the landscape, water gradually carried away rock and sediment. Other natural processes, including weathering and the movement of groundwater, also contributed to the changing landscape.

The rocks visible in the walls of the canyon are especially valuable to scientists. Different layers contain information about environments that existed millions of years ago. Some layers were formed when the area was covered by ancient seas, while others developed in different environments.

By studying the rocks, scientists can learn about changes in climate, geography and life on Earth. Fossils and other evidence have also been discovered in and around the region. These discoveries provide clues about organisms that lived long before humans appeared.

The Grand Canyon is not simply a geological site. It is also home to many plants and animals. The canyon contains different environments because its elevation and climate vary from one area to another. Birds, reptiles, mammals and many plant species can be found there.

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Human visitors can also affect the environment. Large numbers of tourists can produce waste and disturb wildlife if they do not behave responsibly. For this reason, visitors are encouraged to follow rules designed to protect the natural environment.

Scientists and park workers monitor the canyon and study how natural and human factors affect it. They also work to preserve important areas for future generations.

The Grand Canyon demonstrates the power of natural processes. A river that continues to flow through the landscape can gradually create enormous changes. The canyon also shows how rocks can act like pages in a history book, providing evidence about the Earth's past.

For visitors, the Grand Canyon may simply be a spectacular view. For scientists, however, it is a huge outdoor laboratory. Every layer, fossil and landform can provide information about how our planet has changed over time.

1. Where is the Grand Canyon located?

A. Arizona, United States
B. California, United States
C. Australia
D. Canada

2. Which river played an important role in forming the canyon?

A. Mississippi River
B. Nile River
C. Colorado River
D. Amazon River

3. Why are the rock layers important to scientists?

A. They make the canyon more colourful.
B. They contain information about ancient environments.
C. They prevent erosion.
D. They show where tourists should walk.

4. What can fossils provide?

A. Information about ancient organisms
B. Information about modern roads
C. Instructions for tourists
D. Weather forecasts

5. Why does the canyon contain different environments?

A. It is completely flat.
B. It has only one climate.
C. Its elevation and climate vary in different areas.
D. It has no plants.

6. How can tourists help protect the canyon?

A. By taking rocks home

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B. By disturbing wildlife
C. By leaving rubbish
D. By following environmental rules

7. What does the comparison between rocks and "pages in a history book" suggest?

A. Rocks can provide evidence about the Earth's past.
B. Rocks are made from paper.
C. Scientists read rocks like books.
D. Rocks contain written stories.

8. What is the writer's main purpose?

A. To persuade readers to move to Arizona
B. To explain the natural and scientific importance of the Grand Canyon
C. To describe only the animals of the canyon
D. To explain how to become a geologist

9. What can we infer about the formation of the Grand Canyon?

A. It happened in a few years.
B. It was created entirely by humans.
C. It involved several natural processes over a very long period.
D. It has stopped changing completely.

10. Which statement is supported by the passage?

A. The Grand Canyon has no scientific value.
B. Tourists are not allowed to visit the canyon.
C. The Colorado River has no connection to the canyon.
D. The canyon can be studied as a record of Earth's history.

✓ Reading 2 Answer Key

1. A	**2. C**	**3. B**	**4. A**	**5. C**
6. D	**7. A**	**8. B**	**9. C**	**10. D**

Reading 3 — Science, Blood Circulation and Fingerprints

The human body contains many systems that work together every second of the day. One of the most important is the circulatory system. It transports blood around the body and helps deliver oxygen and nutrients to cells.

The heart is a strong muscular organ that acts like a pump. When the heart beats, it pushes blood through a network of blood vessels. Arteries carry blood away from the heart, while veins return blood toward it. Tiny blood vessels called capillaries connect these systems and allow materials to move between the blood and surrounding tissues.

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Blood has several important jobs. It carries oxygen from the lungs to cells throughout the body. It also transports nutrients that the body needs for energy and growth. At the same time, blood helps carry waste products away from cells.

Scientists have developed many methods for studying blood circulation. Medical technology allows doctors to observe the heart, measure blood flow and identify problems in the circulatory system. Understanding how circulation works is essential for diagnosing and treating many diseases.

Another fascinating area of science is the study of fingerprints. The skin on our fingers contains patterns of ridges that form before birth. These patterns are different for each person, including identical twins.

Fingerprints can therefore be used for identification. Police investigators may compare fingerprints found at a location with known fingerprints. Modern devices can also use fingerprint patterns to unlock phones and access secure systems.

Although fingerprints are useful, scientists do not simply look at them with their eyes and immediately know whose they are. Special methods and technology are used to record, compare and analyse patterns.

Fingerprints are also an example of how science can be applied to everyday life. A discovery about the human body can eventually become useful in technology, security and identification.

Both blood circulation and fingerprints demonstrate the complexity of the human body. One system transports materials through the body, while another provides patterns that make each person biologically distinctive.

Scientific research continues to reveal more about how the body works. As technology improves, scientists can collect more accurate information and develop new ways to diagnose problems and protect human health.

The study of the human body therefore combines biology, medicine and technology. What may seem like a simple heartbeat or fingerprint is actually part of a complex scientific story.

1. What is the main function of the circulatory system?

A. To produce fingerprints
B. To transport blood, oxygen and nutrients around the body
C. To control fingerprints
D. To create bones

2. What does the heart do?

A. It acts as a pump.
B. It creates oxygen.
C. It produces fingerprints.
D. It breaks down rocks.

3. What is the function of arteries?

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A. They return blood to the heart.
B. They produce nutrients.
C. They carry blood away from the heart.
D. They create fingerprints.

4. What do capillaries do?

A. They connect small blood vessels and allow materials to move between blood and tissues.
B. They pump blood directly from the lungs.
C. They create oxygen.
D. They store fingerprints.

5. Why can fingerprints be used for identification?

A. They change every day.
B. They are identical in everyone.
C. They are only found in adults.
D. Their patterns are different for each person.

6. How is technology used with fingerprints?

A. It creates fingerprints.
B. It can record and compare fingerprint patterns.
C. It changes people's fingerprints.
D. It removes fingerprint patterns.

7. What does “distinctive” mean in the passage?

A. Very common
B. Difficult to see
C. Clearly different or special
D. Temporary

8. What connection does the writer make between fingerprints and everyday life?

A. Fingerprints are used in security and technology.
B. Fingerprints control blood flow.
C. Fingerprints produce oxygen.
D. Fingerprints help rocks form.

9. What can we infer about medical technology?

A. It has no effect on scientific research.
B. It can help doctors understand and diagnose problems.
C. It is used only to study fingerprints.
D. It has replaced all doctors.

10. Which title best matches the passage?

A. The History of Medicine
B. Why People Have Fingers

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C. Science Inside and On the Human Body
D. The World's Natural Wonders

✓ Reading 3 Answer Key

1. B	2. A	3. C	4. A	5. D
6. B	7. C	8. A	9. B	10. C

PART 6 — WRITING WORKSHOP: INFORMATIVE WRITING

Writing Topic: How Natural Processes Change the Earth

Your task is to explain how natural processes can change landscapes over time.

A. Three-Paragraph Structure

Paragraph 1 — Introduction

Introduce natural processes and explain why they are important.

- The Earth's landscape is constantly...
- Natural processes can...
- Over thousands of years, ...
- One important natural process is...
- This process is important because...

Paragraph 2 — Body

Explain causes, effects and examples.

- First of all, ...
- One important example is...
- For example, ...
- Water can...
- As a result, ...
- In addition, ...
- Scientists study...

Paragraph 3 — Conclusion

Summarise the main ideas.

- In conclusion, ...
- To sum up, ...

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- Overall, ...
- These natural processes show that...
- By studying these changes, scientists can...

B. Writing Toolbox

Key Vocabulary:

erosion — weathering — landscape — canyon — river — rock layers — fossil — natural process — geological — environment

Linking Words:

also — in addition — furthermore — for example — for instance — such as — because — since — due to — therefore — as a result — consequently — first — next — then — finally — in conclusion — to sum up — overall

C. Model Writing — How Natural Processes Change the Earth

Paragraph 1 — Introduction

The Earth's surface may look permanent, but it is constantly changing. Natural processes such as erosion, weathering and the movement of water can slowly change rocks and landscapes. These changes may take thousands or even millions of years. However, their effects can be seen in many famous natural wonders around the world. Studying these processes helps scientists understand how our planet has developed.

Paragraph 2 — Body

First of all, water is one of the most powerful forces that can change a landscape. Rivers carry soil and small pieces of rock as they move across the land. Over a very long period, this can create deep valleys and canyons. Weathering can also break rocks into smaller pieces. For example, water can enter cracks in rocks, freeze and expand, causing the rock to break. Scientists can study different rock layers and fossils to discover what an area was like millions of years ago. As a result, natural landscapes can provide valuable information about Earth's history.

Paragraph 3 — Conclusion

In conclusion, natural processes play an important role in shaping our planet. Erosion and weathering may happen slowly, but they can create enormous changes over time. The Grand Canyon is a powerful example of how water and other forces can transform a landscape. By studying these changes, scientists can learn more about the history of Earth and understand how our environment may continue to change in the future.

D. Your Writing Task

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Topic: A Natural Wonder

Choose a natural wonder and write about it. You may choose:

- The Grand Canyon
- A famous waterfall
- A desert landscape
- A mountain
- A canyon
- A natural cave
- Another natural wonder

Paragraph 1 — Introduction

Introduce the natural wonder and describe where it is.

Paragraph 2 — Body

Explain: how it was formed, what makes it special, interesting facts, and its plants, animals or geological features.

Paragraph 3 — Conclusion

Explain why the natural wonder should be protected and studied.

E. Student Writing Checklist

Content

- ☐ Did I introduce my natural wonder clearly?
- ☐ Did I include accurate information?
- ☐ Did I explain how it was formed?
- ☐ Did I include examples or interesting facts?

Organisation

- ☐ Do I have an introduction?
- ☐ Do I have a developed body paragraph?
- ☐ Do I have a conclusion?
- ☐ Are my ideas logically organised?

Language

- ☐ Did I use Unit 3 vocabulary?
- ☐ Did I use linking words?
- ☐ Did I use scientific vocabulary?
- ☐ Did I use the Passive Voice correctly?

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Accuracy

- ☐ Did I check spelling?
- ☐ Did I check punctuation?
- ☐ Did I check capital letters?
- ☐ Did I check subject-verb agreement?
- ☐ Did I check my verb forms?

Unit 3 Final Review

Before moving to Unit 4, make sure you can:

- ☐ Explain key vocabulary related to natural wonders and science.
- ☐ Explain erosion and weathering.
- ☐ Describe how the Grand Canyon was formed.
- ☐ Explain the basic process of blood circulation.
- ☐ Explain why fingerprints are useful for identification.
- ☐ Form the Present Simple Passive correctly.
- ☐ Form the Past Simple Passive correctly.
- ☐ Form the Future Passive correctly.
- ☐ Identify main ideas and supporting details.
- ☐ Make logical inferences from a reading passage.
- ☐ Write an organised informative piece.

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UNIT 4 — IDENTITY, PERSONALITY & GROUPS

Unit Overview

- Personal identity
- Personality and character
- Strengths and personal qualities
- Friendship
- Teamwork
- Community groups
- Respect and cooperation
- Like / Enjoy + Gerund
- Informative writing

Learning Outcomes

- Understand and use vocabulary related to identity and personality.
- Describe positive personal qualities.
- Explain how experiences can influence identity.
- Identify main ideas and supporting details in longer texts.
- Make logical inferences from reading passages.
- Understand the importance of friendship and teamwork.
- Use like / enjoy + gerund correctly.
- Recognise the difference between a verb and a gerund.
- Use linking words to connect ideas.
- Write a clear and well-organised informative piece.

PART 1 — VOCABULARY BUILDER

A. Key Vocabulary

Word / Phrase	Definition
identity	the qualities and characteristics that make a person who they are
personality	the way a person naturally thinks, feels and behaves

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Word / Phrase	Definition
character	the qualities that show what kind of person someone is
confident	believing in your abilities
responsible	able to be trusted to do what you should do
respectful	showing care and consideration for others
independent	able to do things without always needing help
creative	able to produce new and original ideas
patient	able to stay calm while waiting or dealing with difficulty
reliable	someone who can be trusted to do what they promise
teamwork	people working together to achieve a goal
cooperation	working together to achieve something
community	a group of people living or working together
belonging	the feeling of being accepted as part of a group
contribution	something that a person gives or does to help a group

B. Vocabulary in Context

- A person's identity develops through experiences, relationships and choices.
- Her friendly personality makes it easy for her to meet new people.
- Honesty is an important part of good character.
- A confident student is willing to share ideas.
- A responsible person completes tasks on time.
- We should always be respectful toward other people.
- Learning to work independently can help students become more responsible.
- A creative student may find new ways to solve problems.
- A patient person does not become angry easily.
- A reliable friend keeps promises.
- Good teamwork can help a group achieve its goals.
- Successful projects require cooperation.
- A school is an important part of a young person's community.
- Team activities can give students a strong feeling of belonging.
- Every member can make a valuable contribution to a group.

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C. Vocabulary Practice — Choose the Correct Answer

1. The qualities that make a person who they are are part of their _____.

A. teamwork
B. contribution
C. identity
D. community

2. The way a person naturally thinks and behaves is their _____.

A. personality
B. cooperation
C. belonging
D. character

3. Someone who believes in their abilities is _____.

A. patient
B. confident
C. reliable
D. independent

4. A person who can be trusted to do what they promise is _____.

A. creative
B. respectful
C. responsible
D. reliable

5. Working together to achieve a goal is called _____.

A. identity
B. teamwork
C. personality
D. belonging

6. A person who stays calm while waiting is _____.

A. patient
B. creative
C. confident
D. independent

7. Showing care and consideration for other people means being _____.

A. reliable
B. responsible
C. respectful
D. independent

8. A person who can do things without always needing help is _____.

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A. patient
B. independent
C. confident
D. creative

9. A person who produces new and original ideas is _____.
A. creative
B. reliable
C. respectful
D. responsible

10. A group of people living or working together is a _____.
A. character
B. personality
C. contribution
D. community

11. Working together successfully is called _____.
A. identity
B. cooperation
C. belonging
D. character

12. The feeling of being accepted as part of a group is called _____.
A. teamwork
B. contribution
C. belonging
D. personality

13. Something you give or do to help a group is a _____.
A. contribution
B. community
C. character
D. identity

14. A person who can be trusted to complete responsibilities is _____.
A. creative
B. reliable
C. patient
D. independent

15. The qualities that show what kind of person someone is are part of their _____.
A. community
B. cooperation
C. character

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D. belonging

✓ Vocabulary Answer Key

1. C	2. A	3. B	4. D	5. B
6. A	7. C	8. B	9. A	10. D
11. B	12. C	13. A	14. B	15. C

PART 2 — GRAMMAR: LIKE / ENJOY + GERUND

A. What Is a Gerund?

A gerund is the -ing form of a verb used as a noun.

Examples:
reading — swimming — drawing — helping — playing — learning

B. Like + Gerund

We can use like + verb-ing to talk about activities that we enjoy.

- I like reading.
- She likes helping others.
- They like playing football.
- We like working in teams.

C. Enjoy + Gerund

After enjoy, we normally use a gerund.

- I enjoy reading books.
- He enjoys playing chess.
- We enjoy working together.
- They enjoy helping their community.

Important: ✕ I enjoy to read. ☑ I enjoy reading.

D. Negative Forms

- I don't like waiting.
- She doesn't enjoy working alone.
- They don't like arguing.

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E. Questions

- Do you like reading?
- Does he enjoy playing football?
- Do they enjoy working together?

Quick Reference

Word / Phrase	Definition
like + gerund	I like reading.
likes + gerund	She likes drawing.
enjoy + gerund	We enjoy learning.
enjoys + gerund	He enjoys helping.
don't like + gerund	I don't like waiting.
doesn't enjoy + gerund	She doesn't enjoy arguing.

Grammar Practice — Complete the Paragraphs

Paragraph 1 — My Interests

I enjoy (1) _____ new things. I also like (2) _____ books about different cultures. My brother enjoys (3) _____ football with his friends. At weekends, we like (4) _____ time together. We both enjoy (5) _____ new skills.

Word Bank:
learning — reading — playing — spending — developing

Paragraph 2 — Working Together

Our class enjoys (1) _____ on group projects. Many students like (2) _____ their ideas with classmates. We enjoy (3) _____ each other when a task is difficult. Some students don't like (4) _____ alone. Everyone enjoys (5) _____ when the group succeeds.

Word Bank:
working — sharing — helping — studying — celebrating

Paragraph 3 — Community Activities

Many young people enjoy (1) _____ their community. They like (2) _____ local events and helping other people. Some students enjoy (3) _____ trees, while others like (4) _____ younger children. They don't enjoy (5) _____ time without doing anything useful.

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Word Bank:
helping — joining — planting — teaching — wasting

B. Choose the Correct Form

1. I enjoy _____ books.
A. read
B. to read
C. reading
D. reads

2. She likes _____ with her friends.
A. talking
B. talk
C. to talking
D. talks

3. They enjoy _____ as a team.
A. work
B. working
C. to working
D. works

4. He doesn't like _____ late.
A. arrive
B. to arriving
C. arriving
D. arrives

5. Do you enjoy _____ new people?
A. meeting
B. meet
C. to meeting
D. meets

✓ Grammar Answer Key — Paragraph 1

1. learning	2. reading	3. playing	4. spending	5. developing

✓ Grammar Answer Key — Paragraph 2

1. working	2. sharing	3. helping	4. studying	5. celebrating

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✓ Grammar Answer Key — Paragraph 3

1. helping	2. joining	3. planting	4. teaching	5. wasting

✓ Choose the Correct Form — Answer Key

1. C	2. A	3. B	4. C	5. A

PART 3 — UNIT CLOZE PRACTICE

Paragraph 1 — Discovering Yourself

Teenagers develop their identity through different experiences. Family, school and friends can all influence a person's (1) _____. A student may discover that they are very (2) _____ after joining an art club. Another student may become more (3) _____ after taking responsibility for a school project. These experiences can help young people understand their strengths and (4) _____.

Word Bank:
personality — confident — independent — interests

Paragraph 2 — A Strong Team

A successful team needs good (1) _____. Every member should make a positive (2) _____ and listen to other people's ideas. Team members should also be (3) _____ and complete their responsibilities. When people work together and respect each other, they develop a strong feeling of (4) _____.

Word Bank:
cooperation — contribution — reliable — belonging

Paragraph 3 — Helping the Community

Young people can make a positive difference in their (1) _____. They may enjoy (2) _____ trees, collecting rubbish or helping younger students. These activities teach them to be more (3) _____ and respectful. They also show that every person can make a useful (4) _____.

Word Bank:
community — planting — responsible — contribution

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✓ Cloze Answer Key — Paragraph 1

1. personality	2. confident	3. independent	4. interests	

✓ Cloze Answer Key — Paragraph 2

1. cooperation	2. contribution	3. reliable	4. belonging	

✓ Cloze Answer Key — Paragraph 3

1. community	2. planting	3. responsible	4. contribution	

PART 4 — READING SKILLS

Reading 1 — Developing Personal Identity

Every person has an identity. Identity is the combination of qualities, experiences, relationships, interests and values that help make someone unique. Although some parts of our identity may come from our family or culture, identity can also develop and change as we grow.

Children often learn about themselves through their families. Parents and relatives may introduce children to traditions, languages, beliefs, food and stories. These experiences can become important parts of a person's identity. However, family is not the only influence.

School can also have a strong effect. Students meet teachers and classmates who may have different interests and experiences. They may discover new subjects, sports, arts or activities that they enjoy. A student who has never considered themselves creative, for example, may discover a talent for drawing, music or writing.

Friendships can influence identity as well. Good friends can encourage each other to try new activities and develop positive qualities. A student may become more confident after joining a team or taking part in a school performance. Another student may become more responsible after helping organise an event.

Personal choices are also important. As young people become older, they begin to make more decisions for themselves. They may choose hobbies, goals and activities based on their interests. Making choices does not mean ignoring the advice of others. Instead, it means learning to think carefully and understand what is important to you.

Experiences can also teach people about their strengths and weaknesses. A difficult experience may help someone become more patient or responsible. Success may increase confidence, while a mistake can provide an opportunity to learn.

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Identity is therefore not something that is completely fixed. People continue to learn and change throughout their lives. New experiences may introduce new interests, ideas and goals.

Understanding identity can help young people appreciate their own strengths while respecting differences in others. Everyone has a unique combination of experiences and qualities. Instead of expecting everyone to be the same, communities can become stronger when people value both their similarities and their differences.

Developing a healthy sense of identity takes time. It involves understanding yourself, learning from experiences and making responsible choices. It also involves respecting the people and communities that influence your life.

1. What is the main idea of the passage?

A. Identity is only influenced by family.
B. Everyone should have the same interests.
C. Identity develops through experiences, relationships and choices.
D. Young people cannot change.

2. How can families influence identity?

A. Through traditions, languages and experiences
B. By choosing all of a child's future decisions
C. By preventing children from making friends
D. Through school subjects only

3. What might happen when students discover new activities at school?

A. They may discover new interests or talents.
B. They always stop listening to their families.
C. They become exactly like their classmates.
D. They stop developing their identity.

4. How can friendships influence identity?

A. Friends always make the same choices.
B. Good friends can encourage positive development.
C. Friends completely control one another.
D. Friendships prevent people from learning.

5. What does the word “fixed” mean in the passage?

A. Completely finished and unable to change
B. Broken
C. Carefully organised
D. Easily forgotten

6. What can a difficult experience teach someone?

A. That mistakes should always be avoided
B. That success is impossible
C. Positive qualities such as patience or responsibility

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D. That friends are unnecessary

7. What can we infer about personal choices?

A. They have no effect on identity.
B. They can help people understand their interests and values.
C. They should always be made by other people.
D. They are only important for adults.

8. Why does the writer mention differences between people?

A. To show that everyone should have identical identities
B. To explain why communities should avoid differences
C. To show that differences can be respected and valued
D. To prove that friendships are unnecessary

9. Which statement is supported by the passage?

A. Identity is completely decided at birth.
B. Identity can continue developing throughout life.
C. School has no influence on identity.
D. Experiences cannot change people.

10. Which title best matches the passage?

A. Developing Personal Identity
B. The History of Schools
C. How to Choose a Hobby
D. Why Everyone Is Different

✓ Reading 1 Answer Key

1. C	2. A	3. A	4. B	5. A
6. C	7. B	8. C	9. B	10. A

Reading 2 — The Qualities of a Good Friend

Friendship is an important part of life. Good friends can provide support, encouragement and enjoyable experiences. However, strong friendships do not happen automatically. They require communication, trust, respect and effort from both people.

One important quality of a good friend is reliability. A reliable friend keeps promises and can be trusted. This does not mean that a friend must always be available or agree with everything you say. It means that the person tries to be honest and dependable.

Respect is another important quality. Friends may have different opinions, interests and personalities. Respect means accepting these differences without making someone feel bad

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about them. A good friend listens to other people's ideas and allows them to make their own choices.

Good communication is also necessary. Friends need to talk about their feelings and problems. Sometimes misunderstandings happen because people make assumptions instead of asking questions. Clear and respectful communication can help solve problems before they become bigger.

A good friend also knows how to support others. Support does not always mean giving advice. Sometimes people simply need someone to listen. If a friend is worried about an exam, for example, listening and encouraging them may be more helpful than immediately telling them what to do.

Trust takes time to develop. Friends should respect private information and avoid sharing personal stories without permission. Trust can be damaged when someone repeatedly lies or breaks promises.

Healthy friendships also include boundaries. Everyone needs time for family, school, hobbies and personal activities. A good friend understands that spending time apart does not necessarily mean that the friendship is ending.

Friendships can also help people grow. Friends may encourage each other to try new activities, practise skills or solve problems. Working together can help both people become more confident and responsible.

However, friendships are not perfect. People can disagree or make mistakes. What matters is how they respond. Saying sorry, listening carefully and trying to understand another person's feelings can help repair a friendship.

A strong friendship is therefore based on mutual effort. One person should not always be giving while the other only receives. Both friends should contribute, communicate and respect each other.

Good friendship is not about finding someone who is exactly like you. It is about building a relationship in which both people feel respected, supported and valued.

1. What is the main idea of the passage?

A. Good friendships require trust, respect, communication and effort.
B. Friends should always agree.
C. Friends should spend all their time together.
D. Friendship is only important at school.

2. What does reliability mean?

A. Always agreeing with a friend
B. Being popular
C. Being trustworthy and dependable
D. Having the same interests

3. Why is respect important in friendship?

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A. Friends must have identical opinions.
B. Friends can accept differences without making each other feel bad.
C. Friends should never disagree.
D. Friends should make decisions for each other.

4. How can communication help friendships?

A. It can prevent or solve misunderstandings.
B. It prevents people from having different opinions.
C. It means giving advice all the time.
D. It allows one person to control the other.

5. What should a friend sometimes do instead of giving advice?

A. Ignore the problem
B. Change the subject
C. Tell everyone about it
D. Listen and encourage

6. What does “boundaries” mean in the passage?

A. Rules that prevent friendship
B. Healthy limits that respect personal time and space
C. Secrets between friends
D. Activities friends must always do together

7. What can we infer about disagreements?

A. They always end friendships.
B. They should never be discussed.
C. They can sometimes be resolved through communication and understanding.
D. They prove that people cannot be friends.

8. Why does the writer mention saying sorry?

A. To show one way people can repair a friendship after a mistake
B. To prove that one person is always wrong
C. To explain why friends should avoid each other
D. To show that mistakes are impossible

9. Which statement is supported by the passage?

A. Strong friendships require effort from both people.
B. Good friends must have identical personalities.
C. Friends should share every private detail.
D. Friends should never spend time apart.

10. Which title is most suitable?

A. How to Make Everyone Like You
B. The Qualities of a Good Friend
C. Why Friends Always Agree

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D. The History of Friendship

✓ Reading 2 Answer Key

1. A	2. C	3. B	4. A	5. D
6. B	7. C	8. A	9. A	10. B

Reading 3 — The Power of Community Groups

A community is more than a place where people live. It is also a group of people who share spaces, responsibilities and common interests. Strong communities often develop when people cooperate and work together to solve problems.

Community groups can take many forms. Some groups organise activities for young people, while others help older people, protect the environment or support local events. The goals may be different, but successful groups usually depend on cooperation.

One example is a community clean-up group. Volunteers may meet at a park or beach to collect rubbish. One person might organise equipment, while others collect waste or separate recyclable materials. Although each task may seem small, the combined effort can make a noticeable difference.

Community groups can also help people develop skills. A student who joins a volunteer group may learn how to communicate with different people, organise activities and solve problems. These skills can be useful at school and later in the workplace.

Another important benefit is belonging. People can sometimes feel isolated when they do not have opportunities to interact with others. Joining a group with a shared goal can help them feel connected and valued.

Young people can make important contributions to their communities. They can help organise sports events, support environmental campaigns, create awareness projects or assist younger children. These activities can teach responsibility while allowing students to use their talents.

Community projects also provide opportunities for people of different ages to work together. Adults may have experience and knowledge, while young people may bring energy and new ideas. When different generations cooperate, the community can benefit from a wider range of skills.

However, community groups can face challenges. People may disagree about how a project should be organised. Some members may have limited time, while others may have different priorities. Successful groups therefore need clear communication, fair responsibilities and respectful decision-making.

Technology has also changed the way communities organise activities. People can use online platforms to share information, announce events and coordinate volunteers. However,

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technology works best when it supports real cooperation rather than replacing personal communication completely.

A strong community is not created by one person. It develops through the contributions of many people. When individuals use their skills, respect others and work toward shared goals, they can create positive changes around them.

Community groups therefore demonstrate an important idea: small contributions can become powerful when people work together.

1. What is the main idea of the passage?

A. Community groups are only for adults.
B. Technology has replaced communities.
C. Communities become stronger when people cooperate and contribute.
D. Community projects are always easy.

2. What might a community clean-up group do?

A. Collect rubbish from public areas
B. Build spacecraft
C. Teach people about space
D. Organise international competitions

3. What skills can students develop through community activities?

A. Only physical strength
B. Communication, organisation and problem-solving
C. Only computer programming
D. Memorisation skills only

4. Why can community groups create a sense of belonging?

A. They prevent people from meeting others.
B. They allow people to connect through shared goals.
C. They make everyone have the same personality.
D. They remove personal responsibilities.

5. What can young people contribute to communities?

A. Only money
B. Nothing without adults
C. Ideas, skills and volunteer work
D. Only technology

6. Why can different generations benefit from working together?

A. They can combine experience, energy and different ideas.
B. They always have the same opinions.
C. Older people do all the work.
D. Young people never need guidance.

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7. What challenge may community groups face?

A. Everyone always agrees.
B. Members may have different opinions or limited time.
C. Nobody has responsibilities.
D. Technology cannot be used.

8. What does "contributions" mean in the final paragraph?

A. Problems that people create
B. Changes in the weather
C. Things people give or do to help
D. Rules that people must follow

9. What can we infer about technology?

A. It can help organise communities when used appropriately.
B. It completely replaces human cooperation.
C. It makes community groups unnecessary.
D. It prevents people from communicating.

10. Which title best matches the passage?

A. Why People Avoid Communities
B. The History of Technology
C. How to Become a Volunteer
D. The Power of Community Groups

✓ Reading 3 Answer Key

1. C	2. A	3. B	4. B	5. C
6. A	7. B	8. C	9. A	10. D

PART 5 — WRITING WORKSHOP: INFORMATIVE WRITING

Writing Topic: The Importance of Teamwork

Your goal is to explain why teamwork is important and how people can work successfully together.

A. Three-Paragraph Structure

Paragraph 1 — Introduction

Introduce teamwork and explain why it is useful.

- Teamwork is important because...
- People often need to work together to...

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- Successful teamwork requires...
- In school and in everyday life, ...
- Working as a team can help...

Paragraph 2 — Body

Explain important qualities of successful teamwork.

- First of all, ...
- One important quality is...
- For example, ...
- In addition, ...
- Another important point is...
- Team members should...
- As a result, ...

Paragraph 3 — Conclusion

Summarise the main ideas.

- In conclusion, ...
- To sum up, ...
- Overall, ...
- Successful teamwork depends on...
- When people work together, ...

B. Writing Toolbox

Key Vocabulary:

teamwork — cooperation — communication — responsibility — respect — reliable — contribution — community — belonging — goal

Linking Words:

also — in addition — furthermore — moreover — for example — for instance — such as — because — since — due to — therefore — as a result — however — although — while — in conclusion — to sum up — overall — finally

C. Model Writing — The Importance of Teamwork

Paragraph 1 — Introduction

Teamwork is an important skill in school, at work and in everyday life. People often need to cooperate with others to achieve goals that would be difficult to achieve alone. Successful

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teamwork involves communication, respect and responsibility. When people understand their roles and listen to each other's ideas, they can work more effectively and solve problems together.

Paragraph 2 — Body

First of all, good communication is necessary for successful teamwork. Team members should share their ideas clearly and listen carefully to others. In addition, every member should make a useful contribution and complete their responsibilities. For example, during a school project, one student may collect information while another prepares the presentation. A third student may organise the ideas. When everyone completes their role and respects the other members, the whole group can achieve its goal. Teamwork can also help students become more confident, responsible and reliable.

Paragraph 3 — Conclusion

In conclusion, teamwork is much more than simply working in a group. It means communicating, cooperating and respecting other people. Every team member has something valuable to contribute, and successful groups understand the importance of shared responsibility. When people work together toward a common goal, they can solve problems more effectively and create positive results.

D. Your Writing Task

Topic: How Can Young People Help Their Community?

Paragraph 1 — Introduction

Explain what a community is and why helping it is important.

Paragraph 2 — Body

Explain at least three ways young people can help. You may write about:

- helping younger students
- protecting the environment
- volunteering
- organising school activities
- supporting older people
- collecting donations
- spreading awareness
- helping at community events

Paragraph 3 — Conclusion

Explain how small contributions can create positive changes.

E. Student Writing Checklist

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Content

- ☐ Did I answer the topic clearly?
- ☐ Did I explain my ideas?
- ☐ Did I give examples?
- ☐ Did I include relevant information?

Organisation

- ☐ Do I have an introduction?
- ☐ Do I have a developed body paragraph?
- ☐ Do I have a conclusion?
- ☐ Are my ideas logically organised?

Language

- ☐ Did I use Unit 4 vocabulary?
- ☐ Did I use linking words?
- ☐ Did I use sentence starters?
- ☐ Did I use like / enjoy + gerund correctly?

Accuracy

- ☐ Did I check spelling, punctuation and capital letters?
- ☐ Did I check my verb forms?
- ☐ Did I avoid unnecessary repetition?

Unit 4 Final Review

Before completing the booklet, make sure you can:

- ☐ Explain key vocabulary related to identity and personality.
- ☐ Describe positive personal qualities.
- ☐ Explain how experiences can influence identity.
- ☐ Explain the qualities of a good friend.
- ☐ Explain why teamwork is important.
- ☐ Describe how community groups help people.
- ☐ Use like + gerund correctly.
- ☐ Use enjoy + gerund correctly.
- ☐ Understand longer reading passages.
- ☐ Identify main ideas and supporting details.
- ☐ Make logical inferences.

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- ☐ Understand vocabulary from context.
- ☐ Write a clear three-paragraph informative piece.

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