Al Tafawwoq School · English Department

Grade 8 English Revision Booklet

End-of-Term 1 Exam · Grade 8 General (Grade 8 GLG · Stage 4 · CEFR A2.2–B1.1) · 2026–2027

     

Name:	**Class:** 8 /

Your exam at a glance

Part	What you do	Marks
1 · Vocabulary	5 sentences with a gap. Choose the correct word(s): A, B or C.	10
2 · Grammar	Read a descriptive text (about 130 words) about the ocean. Choose A, B or C for 5 gaps.	10
3A · Reading	Read an expository text (200–230 words) on **Who am I?** Answer 8 questions: A, B or C.	24
3B · Reading	Read an expository text (200–230 words) on **Scientific Wonders**. Answer 8 questions: A, B or C.	16
4 · Writing	**1.1 Summary** (15): read a 150-word text and write its main ideas in your own words (3–4 sentences). **1.2 Writing** (25): answer 3 prompts in **at least 110 words, in paragraphs**.	40
	Total (Reading 60 on SwiftAssess + Writing 40 on paper)	**100**

Themes to revise

The Ocean	Space	Scientific Wonders	Who am I?
How humans affect the ocean · how to clean it up (Grammar)	What would you take on a space journey? (Writing)	Wonders of the natural world · what science tells us (Reading 3B)	Identity · What are you like? · being a good friend (Reading 3A, Writing)

How to use this booklet

Work through one section a day. Read the explanation, do the practice, then scan the **QR code** on each grammar page for online practice. Check your answers with the **Answer Key** at the end.

☐ Vocabulary ☐ Grammar 1–4 ☐ Reading 3A ☐ Reading 3B ☐ Summary ☐ Writing

Part 1 · Vocabulary Word bank

The Ocean		
🛢️	**pollution** (n)	dirty or harmful things in air, water or land — *Plastic pollution kills many sea animals.*
☠️	**toxins** (n)	poisonous substances — *Factories can release toxins into rivers.*
🦈	**predator** (n)	an animal that hunts and eats other animals — *The shark is a top predator.*
🥩	**carnivore** (n)	an animal that eats only meat — *Orcas are carnivores.*
🐙	**creature** (n)	any living animal — *Strange creatures live in the deep sea.*
🦠	**bacteria** (n)	very small living things; some cause illness — *Dirty water is full of bacteria.*
Space		
🌍	**climate** (n)	the usual weather of a place over many years — *Mars has a very cold climate.*
🌦️	**weather** (n)	the conditions outside on a particular day — *The weather was clear for the launch.*
🍎	**gravity** (n)	the force that pulls things towards a planet — *There is less gravity on the Moon.*
🫁	**oxygen** (n)	the gas we need to breathe — *Astronauts carry oxygen tanks.*
🚀	**mission** (n)	an important journey or job — *The Hope Probe mission went to Mars.*
🧪	**experiment** (n)	a scientific test — *Astronauts do experiments on plants in space.*
Scientific Wonders		
🏞️	**canyon** (n)	a deep valley with steep rock sides, often made by a river
🌋	**volcano** (n)	a mountain that can throw out hot melted rock (lava), gas and ash
❤️	**arteries** (n)	tubes that carry blood **from** the heart to the body
💙	**veins** (n)	tubes that carry blood **back to** the heart
🕳️	**trench** (n)	a long, deep, narrow hole; an ocean trench is the deepest part of the sea
🪸	**reef** (n)	a line of rock or coral near the surface of the sea
🪨	**erosion** (n)	the slow wearing away of rock or soil by water, wind or ice
Who am I?		
🪪	**identity** (n)	who a person is; what makes them different from others
😊	**personality** (n)	the type of person you are, shown in how you think and behave
⭐	**qualities** (n)	good parts of someone's character — *Honesty and kindness are important qualities.*
🛠️	**skills** (n)	abilities you learn and practise — *She has excellent drawing skills.*
🙇	**respect** (n/v)	a feeling that someone is important and should be treated well
🤝	**trust** (n/v)	believing that someone is honest and will not hurt you

Grammar text words (The Ocean): plastic · chemicals · garbage / trash · floats · harbor · current · installed · huge · machine · technology

Part 1 · Vocabulary Practice like the exam

Tip Box · Multiple-choice gap fill

1) Read the whole sentence first. 2) Decide what **type of word** is missing (noun, verb, adjective). 3) Look for **context clues** — e.g. *"carry blood from the heart"* → arteries. 4) Watch for word pairs that are easy to mix up: **arteries / veins**, **weather / climate**, **predator / creature**.

1. Chemicals from factories can put dangerous _____ into the sea.
(A) toxins (B) qualities (C) missions

2. The shark is a _____ that hunts fish, seals and even other sharks.
(A) reef (B) predator (C) bacteria

3. On the Moon, there is less _____, so astronauts can jump very high.
(A) oxygen (B) weather (C) gravity

4. Scientists on the space station carry out an _____ to see how plants grow without soil.
(A) experiment (B) erosion (C) identity

5. _____ carry blood back to the heart.
(A) Arteries (B) Veins (C) Trenches

6. Over millions of years, _____ by wind and water changed the shape of the rocks.
(A) respect (B) erosion (C) climate

7. Hot lava came out of the _____ and ran down the mountain.
(A) volcano (B) canyon (C) reef

8. My grandfather's language and culture are part of my _____.
(A) gravity (B) identity (C) pollution

9. I can _____ my best friend because he always keeps my secrets.
(A) trust (B) float (C) install

10. Patience and honesty are two _____ that make a good teacher.
(A) toxins (B) creatures (C) qualities

Odd one out · Circle the word that does not belong. Say why.

11. canyon · volcano · trench · **personality** · reef 12. gravity · oxygen · mission · **carnivore** · experiment

13. Write one sentence with **weather** and one with **climate** to show the difference.

Match the word to its definition.

1. skills	a) an animal that eats only meat
2. carnivore	b) abilities you learn and practise
3. respect	c) very small living things
4. bacteria	d) treating someone as important and valuable

Part 2 · Grammar ① G.8.1 Modals (present)

What is it? Modal verbs add meaning to the main verb. They show **ability, advice, obligation, permission** or **possibility**. We use them a lot to talk about problems and solutions: *What **should** we do to clean up the oceans?*

Modal	Meaning	Example (The Ocean)
can / can't	ability · possibility	Some machines **can collect** tonnes of trash. Turtles **can't** tell plastic from food.
should / shouldn't	advice · the right thing to do	We **should use** reusable bottles. People **shouldn't throw** garbage in rivers.
must / mustn't	strong obligation · rule · prohibition	Factories **must stop** putting chemicals in the sea. You **mustn't leave** litter on the beach.
have to / don't have to	necessary (often a rule from outside) · not necessary	Divers **have to wear** special equipment. You **don't have to buy** plastic bags.
may / might / could	possibility (not sure)	Plastic in the sea **might harm** people too. This **could be** the answer.

Form rules

- modal + **base verb**: *should **recycle*** (not ~~to recycle~~, not ~~recycles~~)
- no **-s** with he/she/it: *He **can** swim* (not ~~cans~~)
- question: modal first: **Should** we ban plastic?
- negative: modal + **not**: should**n't**, can**'t**, must**n't**

Careful! mustn't ≠ don't have to

*You **mustn't** swim here.* → It is not allowed. ⛔
*You **don't have to** swim here.* → It is not necessary; you can choose. 🙂

have to changes with the subject: *She **has to** go. **Does** he **have to** go?*

Watch out! ✘ ~~We should to protect~~ → ✔ should protect · ✘ ~~She musts recycle~~ → ✔ she must recycle · ✘ ~~Can turtles to eat plastic?~~ → ✔ Can turtles eat plastic?

Practice · Choose the best modal.

1. People **should / mustn't** pick up their litter after a day at the beach.
2. You **mustn't / don't have to** feed the sea animals. It's against the rules.
3. Some fish **can / must** live in very deep, dark water.
4. It's sunny, so we **don't have to / mustn't** take umbrellas.
5. Microplastics **might / have to** be in the fish we eat — scientists are still studying this.

Give advice. Write a sentence with *should* or *shouldn't*.

6. Your friend always throws plastic bottles in the general bin.

Online practice · G.8.1 Modals (present)
Scan the QR code or click the link:
www.mauthor.com/present/4929550974320640

Part 2 · Grammar ② G.5.3 Second conditional

What is it? We use the second conditional to talk about **imaginary, unreal or unlikely** situations in the present or future, and their results. *If I **had** a magic machine, I **would clean** all the oceans.* (But I don't have one.)

If + **past simple** , **would / could / might** + **base verb**

***If** people **stopped** using plastic bags, fewer turtles **would die**.*

Positive, negative, question

✔	If I **lived** by the sea, I **would join** a beach clean-up.
✘	If factories **didn't release** chemicals, the fish **wouldn't get** sick.
?	What **would** you **do** if you **found** an injured turtle?

Special rules

- With **be**, use **were** for all subjects: *If I **were** the mayor, I **would ban** plastic straws.*
- Giving advice: *If I **were** you, I **would** ...*
- Use **could** for ability: *If I **could** fly, I **would** visit space.*
- Switch the order — no comma: *I would visit space **if** I could fly.*

Zero, first or second? Compare

Zero (always true)	If you **heat** water, it **boils**.
First (real, possible)	If it **rains** tomorrow, we **will stay** at home.
Second (imaginary)	If I **had** a spaceship, I **would travel** to Mars.

Watch out! ✘ ~~If I would have money, I would buy...~~ → ✔ If I **had** money · ✘ ~~If I was you~~ → ✔ If I **were** you (exam English) · ✘ ~~I would helped~~ → ✔ I would **help**

Practice · Complete with the correct form.

1. If we (recycle) _____ more, there (be) _____ less trash in the ocean.
2. If I (be) _____ an astronaut, I (take) _____ photos of the Earth.
3. Sea animals (not / eat) _____ plastic if it (not / float) _____ in the water.
4. What (you / do) _____ if you (see) _____ someone dropping litter?

Finish the sentences about yourself.

5. If I could change one thing about the world, _____.
6. If I were my best friend, _____.

Online practice · G.5.3 Second conditional
Scan the QR code or click the link:
www.mauthor.com/present/4554588165898240

Part 2 · Grammar ③ G.10.1 Present simple passive

What is it? We use the passive when the **action** or the **thing it happens to** is more important than who does it. It is common in texts about science, processes and the environment.
Active: People **throw** millions of tonnes of plastic into the sea. → *Passive:* Millions of tonnes of plastic **are thrown** into the sea.

Form: am / is / are + past participle

✔ **Positive**	The trash **is collected** every day.
✘ **Negative**	The water **isn't cleaned** properly.
? Question	**Are** plastic bottles **recycled** here?

Add **by** + doer only when it is important: *The machine is powered **by the river current**.*

Active → Passive in 3 steps

*Volunteers **clean** the beach every Friday.*
1. Object → subject: *The beach*
2. **is / are** + past participle: *is cleaned*
3. Add the rest: *The beach **is cleaned** every Friday (by volunteers).*

Past participles to learn

throw → **thrown**	find → **found**	make → **made**	build → **built**	eat → **eaten**
take → **taken**	carry → **carried**	install → **installed**	wash → **washed**	use → **used**

Watch out! ✘ ~~Plastic is throw into rivers.~~ → ✔ is **thrown** · ✘ ~~The bottles is recycled.~~ → ✔ The bottles **are** recycled · ✘ ~~The trash collected every day.~~ → ✔ The trash **is** collected

Practice · Complete with the present simple passive.

1. A lot of garbage (carry) _____ to the sea by rivers and rain.
2. Plastic (find) _____ in the stomachs of many seabirds.
3. The beach (not / clean) _____ in winter.
4. _____ the trash (sort) _____ before it is recycled?

Rewrite in the passive.

5. Workers install special nets in the harbor.

6. Fishermen catch thousands of fish every day.

Online practice · G.10.1 Present simple passive
Scan the QR code or click the link:
www.mauthor.com/present/5360492155109376

Part 2 · Grammar ④ G.9.8 Noun phrases

What is it? A noun phrase is a group of words built around **one main noun**. We add words before and after the noun to give more information. Good writers use noun phrases to describe things clearly and say a lot in a few words.

Determiner	Opinion	Size	Age / Shape	Colour	Material / Type	MAIN NOUN	After the noun
a	clever	huge	new		floating	**machine**	in the harbor
the	beautiful	small		orange	tropical	**fish**	near the reef
some			old		plastic	**bottles**	on the beach

Words before the noun

- **Determiners:** a, an, the, this, some, many, my, two
- **Adjectives** (usual order: opinion → size → age → colour → material): *a **lovely big old blue** boat*
- **Noun + noun** (the first noun works like an adjective): ***ocean** pollution, **plastic** trash, **space** mission*

Words after the noun

- **Prepositional phrase:** *the trash **in the river**, a girl **with a kind smile***
- **Relative clause:** *a machine **that collects garbage***
- **-ing / -ed phrase:** *plastic **floating on the water**, chemicals **used in factories***

Build it up: machine → a machine → a **huge** machine → a huge **trash-collecting** machine → a huge trash-collecting machine **in Baltimore's harbor**

Watch out! ✘ ~~a plastic old bottle~~ → ✔ an **old plastic** bottle · ✘ ~~a machine huge~~ → ✔ a **huge** machine · ✘ ~~plastics bottles~~ → ✔ **plastic** bottles (the first noun is singular)

Practice · Put the words in the correct order.

1. (blue / a / beautiful / small) bird → _____
2. (bags / plastic / old / some) → _____
3. (in the ocean / tiny / the / creatures) → _____

Make the noun phrase longer. Add at least two words.

4. a volcano → _____
5. a friend → _____
6. Circle the noun phrase: *Millions of plastic bottles floating in the sea are eaten by fish.*

Online practice · G.9.8 Noun phrases
Scan the QR code or click the link:
www.mauthor.com/present/6058457281462272

Part 2 · Grammar Practice like the exam

Tip Box · Choosing A, B or C

Read the whole sentence. Ask yourself: **Is it advice, a rule or ability?** (modal) · **Is it imaginary — "if"?** (second conditional) · **Is the subject doing the action or receiving it?** (active or passive) · **Are the words in the right order?** (noun phrase)

Mr. Trash Wheel

Every year, a lot of garbage **(1)** _____ into the sea by rivers and rain. In Baltimore, in the USA, a city found a clever solution. A **(2)** _____ was installed in the harbor where the river meets the sea. The machine is called Mr. Trash Wheel. It is powered by the river current and by solar panels, and it collects bottles, bags and other trash that floats on the water. Since then, it has removed hundreds of tonnes of garbage. Experts say other cities **(3)** _____ use the same technology. If every river **(4)** _____ a machine like this, our oceans would be much cleaner. But machines are not enough. We all **(5)** _____ use less plastic.

1. (A) carries (B) is carried (C) carrying
2. (A) machine huge floating (B) floating huge machine (C) huge floating machine
3. (A) should (B) mustn't (C) don't have to
4. (A) has (B) had (C) would have
5. (A) must (B) can't (C) are

Invisible Pollution

Not all ocean pollution is easy to see. Bottles and bags float on the surface, but other dangers are hidden in the water. When it rains, chemicals from farms and cities **(6)** _____ into rivers and then into the sea. These toxins can harm fish, turtles and dolphins. Some creatures eat **(7)** _____, which break into microplastics that are too small to see. Scientists say that people **(8)** _____ eat fish with microplastics in them, but more research is needed. What can we do? We **(9)** _____ throw chemicals down the drain, and we should choose products without plastic. If more people **(10)** _____ about invisible pollution, they would make better choices. Our oceans are huge, but they are not strong enough to clean themselves. They need everyone's help.

6. (A) are washed (B) washes (C) is wash
7. (A) pieces plastic small (B) small pieces of plastic (C) plastic small of pieces
8. (A) might (B) must (C) don't have to
9. (A) don't have to (B) can (C) mustn't
10. (A) know (B) knew (C) will know

Part 3A · Reading Who am I? · 24 marks in the exam (3 each)

Tip Box · Question types in 3A

Specific information (4 Qs): scan for names, numbers, examples. · **Details** (2 Qs): read the sentences around the key word carefully — wrong options often repeat words from the text. · **Word meaning** (1 Q): use the sentences before and after. · **Overall meaning** (1 Q): choose the answer that covers the **whole** text.

What Makes You "You"?

If someone asked you, "Who are you?", what would you say? You might give your name, your age or the city you live in. However, your identity is much bigger than that. It is made of many different parts.

One part of your identity comes from your family and culture. The language you speak at home, the food you eat on special occasions and the traditions you celebrate all help to shape who you are. For example, many Emirati teenagers feel a strong connection to their grandparents' stories about life in the desert or by the sea.

Another part is your personality. Psychologists often describe personality using qualities such as kindness, patience and confidence. Some people are outgoing and enjoy meeting new friends, while others are quiet and prefer to spend time with one or two close friends. Neither type is better than the other.

Your skills and interests are important too. Perhaps you are good at football, or you love drawing, coding or cooking. These activities show what you care about.

Finally, identity is not fixed. As you grow older, meet new people and try new experiences, you will change and develop. That is why getting to know yourself is a journey that lasts your whole life.

1. According to the text, what might people say first when asked "Who are you?"
   (A) their name, age or city (B) their favourite food (C) their best friend's name
2. Which of these is an example of culture from the text?
   (A) playing football (B) the language you speak at home (C) being confident

3. Whose stories do many Emirati teenagers feel connected to?
   (A) their teachers' (B) their friends' (C) their grandparents'
4. Which three qualities do psychologists use to describe personality in the text?
   (A) kindness, patience and confidence (B) honesty, trust and respect
   (C) drawing, coding and cooking
5. What does the writer say about outgoing and quiet people?
   (A) Outgoing people are better friends. (B) Quiet people should try to change.
   (C) Neither type is better than the other.
6. Why does the writer say our skills and interests are important?
   (A) They help us get good jobs. (B) They show what we care about. (C) They make us popular.
7. "Identity is not fixed." Here, *fixed* means ...
   (A) repaired (B) unable to change (C) very strong
8. What is the main idea of the text?
   (A) Your identity is made of many parts and changes as you grow.
   (B) Your family decides who you are. (C) Outgoing people have more identity than quiet people.

Think further: Name two parts of **your** identity — one from your culture and one from your personality or skills.

_____

_____

Part 3B · Reading

Scientific Wonders · 16 marks in the exam (2 each)

Tip Box · Question types in 3B (challenge)

Details (3 Qs) · **Word / expression meaning** (2 Qs): look for an explanation nearby ("..., *which means*..."), a dash or a comma). · **Inference / prediction** (1 Q): "What would probably happen if...?" — use facts from the text. · **Connections** (1 Q): link the text to the real world **and give a reason**. · **Overall meaning** (1 Q).

The Grand Canyon: A Story Written in Rock

The Grand Canyon in Arizona, USA, is one of the most famous natural wonders on Earth. It is about 446 kilometres long and, in some places, more than 1.8 kilometres deep. Every year, millions of visitors stand at its edge and look down at the colourful layers of rock below.

But how was this enormous canyon formed? The answer is erosion. For about five to six million years, the Colorado River has flowed through the area. Its fast-moving water carries sand and small stones, which rub against the riverbed like sandpaper. Slowly, the river has cut deeper and deeper into the rock.

Wind, rain and ice have also played a part. In winter, water gets into cracks in the rock and freezes. Because ice takes up more space than water, it pushes the cracks wider until pieces of rock break off. This process is called frost weathering.

For scientists, the canyon is like a giant history book. Each layer of rock formed at a different time, and the oldest layers at the bottom are almost two billion years old. By studying fossils in these layers, geologists can learn what life on Earth was like long ago.

The Grand Canyon is still changing today. The changes are too slow for us to notice, but in a million years it will look different again.

1. How deep is the Grand Canyon in some places?
(A) 446 metres (B) more than 1.8 kilometres (C) about six kilometres

2. What does the Colorado River carry that helps cut the rock?
(A) sand and small stones (B) ice and snow (C) fossils

3. Where are the oldest layers of rock?
(A) at the top (B) in the middle (C) at the bottom

4. In paragraph 3, frost weathering is ...
(A) very cold weather in the canyon (B) rock breaking because water freezes in its cracks
(C) a river that freezes in winter

5. The writer says the canyon is "like a giant history book". This means ...
(A) its rocks show what Earth was like in the past (B) visitors can buy books there
(C) it is very old and boring

6. What would probably happen if the Colorado River dried up?
(A) The canyon would fill with ice. (B) The canyon would get deeper faster.
(C) The river would stop cutting the canyon deeper.

7. Which place in the UAE was also shaped by erosion, like the Grand Canyon?
(A) the rocky wadis of the Hajar Mountains, because water cut through the rock
(B) the Burj Khalifa, because it is very tall (C) a shopping mall, because many people visit it

8. What is the main purpose of the text?
(A) to persuade people to visit Arizona
(B) to explain how the Grand Canyon was formed and why it is important
(C) to describe the animals that live in the canyon

Part 4 · Writing 1.1 Summary · 15 marks

The task: Read a text of about 150 words. Write the **main ideas** of the text **in your own words**. Write **3–4 sentences**.

Steps to a good summary

1. Read the whole text once. What is it about?
2. Underline **one main idea** in each paragraph (often the first sentence).
3. Cross out examples, numbers and small details.
4. Write each main idea **in your own words**.
5. Join ideas with linking words. Count: 3–4 sentences.

How to use your own words

Synonyms: huge → very big · difficult → hard · important → necessary
Change the word form: *explore → exploration*
Active ↔ passive: *Scientists study… → …is studied*
Starters: *The text is about… · It explains that… · The writer also says… · Finally, …*

Don't: copy whole sentences · add your own opinion · include every example or number · write more than 4 sentences.

Worked example · Life on the International Space Station

The International Space Station (ISS) is a large laboratory that travels around the Earth about 400 kilometres above us, going round the planet sixteen times a day. Since 2000, astronauts from many countries have lived and worked there, including Emirati astronauts Hazza AlMansoori and Sultan AlNeyadi.

Daily life on the station is very different from life on Earth. Because there is almost no gravity, astronauts float instead of walking. They sleep in sleeping bags fixed to the wall and must exercise for about two hours every day to keep their muscles and bones strong.

The main job of the crew is to carry out experiments. They study how plants grow, how the human body changes in space and how fire behaves without gravity. This research helps scientists prepare for longer missions, for example to Mars.

Model summary (4 sentences)

The text describes the International Space Station, a science laboratory that circles the Earth where astronauts from different countries live. Life there is unusual because there is very little gravity, so the crew float, sleep in fixed bags and need to exercise every day. Their most important work is doing scientific experiments on plants, the body and fire. This research will help people to travel further into space in the future.

Part 4 · Writing 1.1 Your turn

Can Your Personality Change?

Many people believe that personality is something we are born with and cannot change. A shy child, they think, will always be a shy adult. However, psychologists now say that this is not completely true.

Research shows that our personality does change over time, especially during our teenage years. As young people go to new schools, make friends and take on responsibilities, they often become more confident, organised and patient. These changes usually happen slowly, so we may not notice them.

We can also choose to develop new qualities. For example, a quiet student who joins a debate club might slowly become more comfortable speaking in public. Experts say the key is to set small goals, practise regularly and be patient with ourselves. Trying something new can feel difficult at first, but it is one of the best ways to grow and to understand who we really are.

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

Paragraph	Main idea (my notes)
1	
2	
3	

✔ Check: 3–4 sentences? Own words (no copied sentences)? Main ideas only, no examples? No personal opinion?

Part 4 · Writing 1.2 Paragraph writing · 25 marks

The task: "Write about _____." Answer **all three prompts**. Write **at least 110 words in paragraphs**. The topic will be **Space** or **Who am I?**

① Introduction
Introduce the topic and answer prompt 1. Give your opinion.

② Body
Answer prompts 2 and 3. Start with a **topic sentence**, then give reasons and examples.

③ Conclusion
Sum up your ideas in one or two sentences. End with advice or a final thought.

Expressing opinion (FL.16)
In my opinion, ... · I think / believe ... · For me, the most important ... · I'm sure that ...

Describing places (FL.6)
It is a ... place with ... · There is / There are ... · It looks / feels ... · Far from / next to / surrounded by ...

Giving advice (FL.24)
You should / shouldn't ... · If I were you, I would ... · It's a good idea to ... · Why don't you ...?

Model answer · Write about what you would take on a space journey.

Prompts: Where would you go and what is it like? · What three things would you take and why? · What advice would you give to a young astronaut?

If I could travel anywhere in space, **I would** go to Mars. It is a cold, red planet with huge volcanoes and deep canyons. There is no oxygen to breathe, and there is much less gravity than on Earth.

I would take three important things with me. First, I would take a photo of my family, **because** I would miss them a lot. Second, I would take a notebook to write about my experiments. Finally, I would take some dates and Arabic coffee to remind me of home.

If I were giving advice to a young astronaut, I would say that **you should** study science and keep fit. **You must** also be patient, **because** a space mission is long and difficult.

prompt 1 prompt 2 prompt 3 · second conditional and modals in **bold** · 121 words

Part 4 · Writing 1.2 Your turn

Task · Who am I? 🤝😊

Write about how you can be a good friend.

- What are you like? Describe your personality and qualities.
- What qualities does a good friend need, and why?
- What advice would you give to someone who wants to make new friends?

Write at least 110 words in paragraphs.

Paragraph 1: what I'm like	Paragraph 2: a good friend's qualities	Paragraph 3: advice

Number of words: _____

Part 4 · Writing 1.2 Your turn · Space

Task · Space 🚀🪐

Write about a place in space you would like to visit.

- Which place in space would you like to visit, and what is it like there?
- What would you take with you, and what would you do there?
- What advice would you give to someone who wants to travel to space?

Write at least 110 words in paragraphs.

Paragraph 1: the place and what it is like	Paragraph 2: what I would take and do	Paragraph 3: advice

Describe the place
It is a ... planet with ... · There is no ... · It is very hot / cold / dark · The gravity is ...

Imagine (2nd conditional)
If I went to ..., I would ... · I would take ... because ... · If I could ..., I would ...

Give advice
You should ... · You must ... · If I were you, I would ... · It's a good idea to ...

Useful words: **gravity · oxygen · mission · experiment · climate · weather**

Number of words: _____

Part 4 · Writing Self-check before you finish

Area	I have…	✔
Summary (1.1)	written only the **main ideas** in 3–4 sentences, in **my own words**, with no opinion or extra details	
Ideas (1.2)	answered **all three prompts** with opinions, reasons (*because*) and examples	
Paragraphs	used **paragraphs**, each with a **topic sentence** and supporting details	
Language	used opinion, advice and describing phrases; modals, conditionals and descriptive noun phrases	
Accuracy	checked the spelling of difficult words, capital letters, full stops and commas	
Length	written **at least 110 words**	

Remember: work copied from the question paper, the reading text or any outside source (including AI tools) receives **0**.

Answer Key

Section	Answers
Vocabulary 1–10	1 A · 2 B · 3 C · 4 A · 5 B · 6 B · 7 A · 8 B · 9 A · 10 C
Odd one out · Match	11 personality (not a natural wonder) · 12 carnivore (not a space word) · 13 own answers (weather = today; climate = usual, over years) · Match: 1 b · 2 a · 3 d · 4 c
① Modals	1 should · 2 mustn't · 3 can · 4 don't have to · 5 might · 6 e.g. You should put plastic bottles in the recycling bin.
② Second conditional	1 recycled … would be · 2 were … would take · 3 wouldn't eat … didn't float · 4 would you do … saw · 5–6 own answers (would + base verb)
③ Passive	1 is carried · 2 is found · 3 isn't / is not cleaned · 4 Is … sorted · 5 Special nets are installed in the harbor (by workers). · 6 Thousands of fish are caught every day (by fishermen).
④ Noun phrases	1 a beautiful small blue bird · 2 some old plastic bags · 3 the tiny creatures in the ocean · 4–5 e.g. a huge active volcano in Iceland; a kind and honest friend from my class · 6 Millions of plastic bottles floating in the sea
Grammar exam practice	1 B · 2 C · 3 A · 4 B · 5 A · 6 A · 7 B · 8 A · 9 C · 10 B
Reading 3A	1 A · 2 B · 3 C · 4 A · 5 C · 6 B · 7 B · 8 A
Reading 3B	1 B · 2 A · 3 C · 4 B · 5 A · 6 C · 7 A · 8 B
Summary (sample)	The text explains that, although many people think personality never changes, psychologists disagree. Our personality slowly develops, especially as teenagers, when new experiences make us more confident and organised. We can also build new qualities on purpose by setting small goals, practising and being patient, because trying new things helps us grow.