

نسخة المعلم · Teacher copy



وزارة التعليم
Ministry of Education

أوراق عمل
WORKSHEETS

اللغة الإنجليزية

Mega Goal 1

الصف الأول ثانوي · الفصل الدراسي الأول
English · Grade 10 · Term 1

اسم المعلم

Teacher's name

اسم الطالب

Student's name

English — World-Changing Events

Name: _____

Date: _____

Mega Goal 1 · Unit 1: Big Changes — Identify important events and their effects. — Teacher copy

1. Match the event to the text

Write A, B, C, or D.

A = Unification of Saudi Arabia · B = UAE federation · C = Space Race · D = Communications Revolution

1. King Abdulaziz united most of the Arabian Peninsula; the Kingdom was established in 1932. **A**
2. Sputnik 1 was launched in 1957; Apollo 11 landed on the moon in 1969. **C**
3. Seven sheikhdoms formed a federation; the dirham was launched in 1973. **B**
4. Telstar was launched in 1962; digital information is now part of everyday life. **D**
5. Arabic was declared the national language of the new kingdom. **A**
6. Sultan Salman Al Saud became the first Arab in space in 1985. **C**

2. Complete with a global issue or vocabulary word

Use words from the unit. One word or phrase per blank.

1. Oil revenues helped the UAE develop its economy and social **infrastructure**.
2. Many teenagers **take for granted** digital tools that did not exist for their parents.
3. The Russians **launched** the world's first artificial satellite in 1957.
4. Global **warming** affects weather patterns around the world.
5. King Abdulaziz helped **establish** the Kingdom of Saudi Arabia in 1932.
6. Overpopulation and **pollution** are serious global issues today.

3. Write about an event

Write one sentence for each prompt about a world-changing event.

1. Name an important event and when it happened. *Sample: The UAE was officially established in 1971.*
2. Describe one effect of that event. *Sample: It created a thriving economy in the Gulf region.*
3. Name one global issue that affects us today. *Sample: Fresh water shortage affects many countries.*

English — Tense Revision

Name: _____

Date: _____

Mega Goal 1 · Unit 1: Big Changes — Practice simple present, present progressive, simple past, and present perfect. — Teacher copy

1. Name the tense

Write SP (simple present), PP (present progressive), Pa (simple past), or Pf (present perfect).

1. The moon goes around Earth. **SP**
2. John is studying in France this year. **PP**
3. The Russians launched Sputnik in 1957. **Pa**
4. The United States has launched many astronauts since 1969. **Pf**
5. Currently, the number of immigrants is increasing. **PP**
6. Ahmed isn't working today; he has a day off. **PP**

2. Complete the verb

Write the correct form of the verb in brackets.

1. The water (boil) **is boiling**. Please turn it off.
2. Dubai **is** part of the UAE, but it **doesn't have** as many oil reserves as Abu Dhabi.
3. What **do you think** of my idea?
4. Fernando **arrived** in Britain last month.
5. I **haven't seen** my cousins since Ramadan.
6. Scientists **don't understand** the cause of the problem yet.

3. Write sentences in the tense named

Write one complete sentence for each prompt.

1. A simple-present fact about your country. *Sample: Saudi Arabia has a growing economy.*
2. A present-progressive action happening now. *Sample: I am writing notes for English class.*
3. A present-perfect sentence about something you have done. *Sample: I have visited Riyadh twice this year.*

English — Interviews and Background

Name: _____

Date: _____

Mega Goal 1 · Unit 1: Big Changes — Ask about background, family, and interests. — Teacher copy

1. Underline the stressed content words

Each sentence has three content words (nouns, verbs, adjectives). Underline them.

1. My mother was born in Riyadh.
2. Mona is going to college in Qassim.
3. Where did you grow up?
4. Have you ever visited Europe?
5. His family emigrated from Brazil.
6. She has been interested in biology for five years.

2. Complete the interview question

Write a suitable question for each answer.

1. Answer: I was born in Jeddah. Question: Where were you born?
2. Answer: I grew up in Dammam. Question: Where did you grow up?
3. Answer: My grandparents came from Yemen. Question: Where is your family from?
4. Answer: I have been playing football since I was ten. Question: How long have you been interested in football?
5. Answer: She immigrated to Canada in 2015. Question: When did she immigrate to Canada?
6. Answer: My uncle lives in London. Question: Do you have relatives in other countries?

3. Introduce a partner

Write one sentence for each prompt to introduce a classmate.

1. Say your partner's full name and where he/she lives. *Sample: This is Nora Al-Harbi; she lives in Tabuk.*
2. Say where your partner was born and grew up. *Sample: She was born in Medina and grew up there.*
3. Mention one of your partner's interests. *Sample: She has been interested in art for three years.*

1. Match the expression to its use

Write A (add information) · B (change topic) · C (explain reason) · D (belong / adapt)

1. In fact, they were from Berlin. **A**
2. By the way, what do you do? **B**
3. You see, I have a German passport. **C**
4. I fit in OK here in Berlin. **D**
5. In fact, we lost touch with our relatives. **A**
6. By the way, how long have you been here? **B**

2. Complete with a Real Talk expression

Use *in fact*, *you see*, *by the way*, or *fit in*.

1. Saud: I'm from Dubai, but my grandparents were from Germany. **In fact**, they were from Berlin.
2. Saud: **You see**, I have a German passport, so I can work legally here.
3. Hans: **By the way**, what do you do?
4. Saud: I've made lots of friends. I **fit in** here.
5. Hans: Do you miss Dubai? Saud: Quite a bit, but I'm happy here.
6. Hans: **By the way**, where is your family from originally?

3. Write sentences with Real Talk

Write one sentence for each expression.

1. Use *in fact* to add surprising information. *Sample: In fact, my cousin also works in Berlin.*
2. Use *you see* to explain a reason. *Sample: You see, I studied German at school.*
3. Use *by the way* to change the topic. *Sample: By the way, did you see the match last night?*

1. Match the pillar to its focus

Write 1, 2, or 3.

1 = Heart of Arab and Islamic worlds · 2 = Global business center · 3 = Geographical hub

1. Expand access so Muslims worldwide can visit the Holy Sites. **1**
2. Encourage investment from international businesses. **2**
3. Connect Asia, Europe, and Africa through trade and transport. **3**
4. Saudi Arabia is the Land of the Two Holy Mosques. **1**
5. Use the country's unique location to improve links between continents. **3**
6. Become a center for companies from other countries. **2**

2. Complete with a vocabulary word

Use: vibrant · thriving · ambitious · diversify · transparent · hub

1. Vision 2030 aims for a **vibrant** society, a **thriving** economy, and an **ambitious** nation.
2. The plan will **diversify** the economy to create more jobs.
3. The government should be responsible and **transparent**.
4. Saudi Arabia's location can make it a global **hub** for trade.
5. Real wealth lies in the **ambition** of the people.
6. Small enterprises and large corporations both need support.

3. Write about Vision 2030

Write one sentence for each prompt.

1. Name one planned development from the text. *Sample: The plan will expand access to the Holy Sites.*
2. Explain what *be responsible and take the initiative* means. *Sample: It means acting proactively without waiting to be told.*
3. Say why supporting young people is important. *Sample: Young people need jobs and training for the future.*

English — Capitals and Discursive Writing

Name: _____

Date: _____

Mega Goal 1 · Unit 1: Big Changes — Use capitals correctly and plan a discursive essay. — Teacher copy

1. Circle the words that need a capital letter

Some words are already correct. Circle only those that need a capital.

1. jack decided to fly to new york next monday.
2. tim berners-lee created the internet in 1990.
3. she attends london university on tuesday.
4. the nile flows through egypt and sudan.
5. we visited the roman baths in january.
6. vision 2030 was announced in riyadh.

2. Rewrite with correct capitals

Copy each sentence with all capitals corrected.

1. ahmed moved to jeddah last september. Ahmed moved to Jeddah last September.
2. the uae dirham was launched in 1973. The UAE dirham was launched in 1973.
3. fernando emailed martin from britain. Fernando emailed Martin from Britain.
4. apollo 11 landed on the moon in july 1969. Apollo 11 landed on the moon in July 1969.
5. mrs phillips called the dental health center. Mrs Phillips called the Dental Health Center.
6. saud and hans met at humboldt university. Saud and Hans met at Humboldt University.

3. Plan a discursive essay

Write one sentence for each part of an essay about how the Internet changed the world.

1. Introduce the event that caused the change. *Sample: In 1990, Berners-Lee and Cailliau created the Internet.*
2. Give one advantage of the Internet. *Sample: Email and video calls connect people across the world.*
3. Give one disadvantage of the Internet. *Sample: People spend less time in face-to-face contact.*

1. Circle the past progressive verb

Circle the verb in the past progressive form in each sentence.

1. Hans was walking to college when he saw Saud.
2. The people were sleeping when the earthquake happened.
3. Fatima was going home when she saw her friend Nawal.
4. As the train was setting off, passengers cried goodbye.
5. Friends and family were standing on the platform.
6. Grandparents were waving as the steam train was leaving the station.

2. Complete with was/were + -ing or simple past

Use the verb in brackets.

1. I watched a documentary about global warming last night.
2. She was going home when she met her neighbour.
3. They weren't working yesterday because it was a holiday.
4. While we were waiting for the bus, it started to rain.
5. My grandparents travelled to Munich in September 1971.
6. When the alarm rang, everyone left the building quickly.

3. Write sentences with *when*

Write one sentence for each prompt. Use past progressive + *when* + simple past.

1. A longer action interrupted by a shorter one (study / phone ring). *Sample: I was studying when the phone rang.*
2. Something happening when another event occurred (walk / see friend). *Sample: I was walking home when I saw my friend.*
3. An action in progress at a specific past moment (9 p.m. / do homework). *Sample: At 9 p.m. I was doing my homework.*

1. True or false?

Circle *T* for true or *F* for false.

1. Salim Saif uses clay to design car models for an auto company. **T**
2. Matthew Duval creates new flavors for a yogurt company. **F**
3. Animators usually work alone on every creative project. **F**
4. Employers rank honesty and integrity among top qualities. **T**
5. A food scientist conducts market research on customer preferences. **T**
6. Animation designers need good teamwork skills. **T**

2. Match the job

Write the job title: *car sculptor · food scientist · animation designer*.

1. Uses clay to turn sketches into full-size models of new cars. **car sculptor**
2. Experiments with flavors and presents new products to customers. **food scientist**
3. Needs creative and technical CGI knowledge for movies. **animation designer**
4. Works with designers at General Motors. **car sculptor**
5. Has been working at Tasty's Ice Cream for three years. **food scientist**
6. Usually works as part of a team, not alone. **animation designer**

3. Write about dream jobs

Write one sentence for each prompt.

1. Describe a creative job that interests you.

2. Name two personal qualities an employer might look for in you.

3. Say how long you have been studying a skill related to a future career.

1. Progressive or simple?

Circle *P* for present perfect progressive or *S* for present perfect simple.

1. Nadia has been training as an animator since last year. **P**
2. Faisal has designed three showroom displays this month. **S**
3. How long have you been preparing your résumé? **P**
4. How many internship applications have you sent? **S**
5. Omar has been working at the bank since he finished school. **P**
6. My uncle has held five different jobs during his career. **S**

2. Complete the sentence

Write the correct form: present perfect progressive or present perfect simple.

1. Layla **has been looking** (look for) an internship for two months, but she **hasn't received** (not receive) a reply yet.
2. The team **has been developing** (develop) a new flavor for six weeks.
3. How many cover letters **have** you **written** (write) this term?
4. Khaled **has been reporting** (report) at the TV station since his internship.
5. She **has read** (read) 40 pages of the career guide so far.
6. Adnan **has played** (play) for two different clubs.

3. Write about careers

Write one sentence for each prompt. Use the tense shown.

1. How long you have been learning English (progressive).
_____ *Sample: I have been learning English for six years.*
2. Something you have done related to school or work (simple).
_____ *Sample: I have joined two school clubs this year.*
3. A job you would like and one reason why (simple present).
_____ *Sample: I want to be a designer because I enjoy creating new ideas.*

1. Choose the best quality

Circle the quality an employer would most want for each job.

1. TV reporter: confidence · miniature · stuck **confidence**
2. Food scientist: analytical skills · showroom · sculptor **analytical skills**
3. Team leader: teamwork skills · test tube · flavor **teamwork skills**
4. Bank clerk: reliability · animation · microscope **reliability**
5. Sales assistant: sociable · permanent · trend **sociable**
6. Architect: creativity · bored to death · day after day **creativity**

2. Complete the job profile

Fill in each blank with one word from the box: *efficient · qualification · initiative · adaptability · motivation · teamwork*

1. An **efficient** person uses time well and finishes tasks on schedule.
2. A good **qualification** helps you apply for higher positions.
3. Employers value **initiative** when staff suggest new ideas without being asked.
4. **teamwork** skills matter when animators work on a shared project.
5. **adaptability** allows workers to handle changing tasks in a busy office.
6. Strong **motivation** keeps employees focused on long-term goals.

3. Write your job profile

Write one sentence for each prompt about yourself.

1. One personality trait you would mention in an interview.
_____ *Sample: I am organized and calm under pressure.*
2. One skill or course related to a career you want.
_____ *Sample: I have taken a computer design course at school.*
3. A possible job a classmate might suggest for you, and why.
_____ *Sample: My friend might suggest media intern because I speak clearly.*

1. True or false?

Circle *T* for true or *F* for false about Yousef and Khaled.

1. Khaled has been working on TV for five years. **T**
2. Khaled originally planned to become an engineer. **F**
3. Yousef has had several different jobs since high school. **F**
4. Yousef wanted to become a watch repairer. **T**
5. Yousef feels bored with his daily routine at the bank. **T**
6. Khaled gets satisfaction from talking to people in his job. **T**

2. Complete with Real Talk

Write one expression: *day in and day out* · *bored to death* · *talk someone out of it* · *luckily* · *day after day*

1. Yousef does the same tasks **day in and day out**, and he is tired of it.
2. He says he is **bored to death** at the bank.
3. His parents **talked him out of it** of becoming a watch repairer.
4. Khaled was going to be a dentist, but **luckily** he changed his mind.
5. Following the same pattern **day after day** can make a job feel dull.
6. Yousef wants something more **challenging** than his current work.

3. Write about jobs

Write one sentence for each prompt. Use a Real Talk phrase in at least one.

1. Say how long you have been interested in a future career.

_____ *Sample: I have been interested in engineering since grade eight.*

2. Describe a routine task you find boring.

_____ *Sample: I am bored to death of copying notes day after day.*

3. Give one piece of career advice to a friend.

_____ *Sample: You should do some networking before you apply.*

1. Choose the best answer

Circle the correct answer about the JobPool internships.

1. The media intern position is: unpaid · paid summer · three-month archaeological **paid summer**
2. Archaeological interns dig at: Riyadh · Pompeii · New Jersey **Pompeii**
3. Environmental interns should cope with heat around: 40°C · 0°C · 104°F only in winter **40°C**
4. Applicants email materials to: internships@jpool.com · jobs@gm.com · hr@zeros.com **internships@jpool.com**
5. JobPool has been growing since: 1990 · 2000 · 2010 **2000**
6. Carl Barthes studied: Media Studies · Civil Engineering · Architecture **Media Studies**

2. Complete the résumé facts

Write the missing word or short phrase.

1. Carl hosted a radio program about **teen** issues.
2. He wrote articles on community and **student** issues.
3. One award recognized his school **website** as useful to students.
4. Carl is fluent in **Spanish**.
5. The archaeological internship provides lodging and **meals**.
6. Media interns need fluent English and friendly, **outgoing** personalities.

3. Write about internships

Write one sentence for each prompt.

1. Which JobPool internship would you apply for, and why?
_____ *Sample: I would apply for the media intern job because I enjoy research and writing.*
2. One skill from Carl Barthes's résumé that would help in that job.
_____ *Sample: His experience hosting a radio program would help him greet studio guests.*
3. One thing you would attach when emailing JobPool.
_____ *Sample: I would attach a cover letter and my résumé.*

1. Cover letter structure

Circle the part that belongs in each section of a cover letter.

1. Opening: state reason for writing · list every past job · describe the company history **state reason for writing**
2. Body: explain why you fit the job · give the recipient's home address · include a poem **explain why you fit the job**
3. Closing: thank the recipient · ask for a birthday gift · ignore the position **thank the recipient**
4. Top left: recipient name, title, and address · your hobbies · a map **recipient name, title, and address**
5. Tone: professional and clear · slang only · no greeting **professional and clear**
6. Purpose: apply for an advertised position · tell a joke · describe a vacation **apply for an advertised position**

2. Complete the letter

Fill in each blank with one word or short phrase.

1. Dear Mr. Alsaaleh, I am writing to **apply** for the Public Relations position.
2. I am a dedicated and **enthusiastic** candidate.
3. I have five years of experience in PR in large **corporations**.
4. I hold a Bachelor's in Public Relations and a Master's in Intercultural **Communication**.
5. I welcome **challenge** and work well in teams.
6. **Sincerely**, Saud Khalid

3. Write your cover letter

Write one sentence for each part of a JobPool application letter.

1. Opening: name the position and where you saw it.
_____ *Sample: I am writing to apply for the media intern position on JobPool.*
2. Body: one strength that makes you suitable.
_____ *Sample: I am an effective communicator with strong computer skills.*
3. Closing: polite thank-you and sign-off.
_____ *Sample: Thank you for your time; Sincerely, Ahmed Hassan.*

1. Circle the relative pronoun

Circle *who*, *that*, or *which* correctly completes each clause.

1. The woman who/that was talking to the clients was friendly.
2. The computer company that/which is making a profit is called Easy Surf.
3. Animators who/that love movies often study CGI.
4. The microscope that/which he uses is in the lab.
5. Employers who/that value honesty look for reliable staff.
6. The qualification that/which he needs is a bachelor's degree.

2. Complete the sentence

Write *who*, *that*, or *which*. Use simple present or past progressive where shown.

1. What does your sister do? She works in a hospital.
2. Adnan drives a city bus at night.
3. Mohammed was working on the computer while his brother was talking on the phone.
4. It was raining while Yahya was washing the car.
5. The staff who/that organize the showroom arrive at eight.
6. He works on weekdays, not on the weekend.

3. Write about jobs

Write one sentence for each prompt.

1. Describe someone's job with a relative clause (who/that).

_____ *Sample: The engineer who designs bridges works in Riyadh.*

2. Describe a thing used at work with which or that.

_____ *Sample: The software that we use saves a lot of time.*

3. Two actions happening at the same time with while.

_____ *Sample: Sara was typing a report while her colleague was answering calls.*

1. True or false?

Circle *T* for true or *F* for false.

1. Jules Verne wrote about travel to the moon in a rocket. **T**
2. In Verne's time, submarines already existed. **F**
3. Verne described skyscrapers of glass and steel in Paris. **T**
4. People call Verne a visionary because many ideas became reality. **T**
5. A 1955 speaker thought fast-food restaurants would never catch on. **T**
6. Sports stars today can earn more than the president. **T**

2. Complete the vocabulary

Write one word: science fiction novel · gas-powered car · electric appliance · skyscraper · prediction · visionary

1. Verne's books are a famous **science fiction novel** about the future.
2. He imagined **gas-powered car** automobiles in twentieth-century Paris.
3. A 1955 comment said kitchen **electric appliance** would all become electric.
4. Verne's city included tall buildings called **skyscraper**.
5. Each 1955 quote is a **prediction** about later life.
6. A person who imagines the future accurately is a **visionary**.

3. Write predictions

Write one sentence for each prompt about the future.

1. One thing from today that may change by 2050.

_____ Sample: Cars may run on
cleaner energy by 2050.

2. A prediction that has already come true since 1955.

_____ Sample: People now drive gas-
powered cars everywhere.

3. One invention Verne imagined that became real.

_____ Sample: Space rockets became
reality after Verne wrote about them.

1. Will, going to, or future progressive?

Circle *W* for will, *G* for be going to, or *FP* for future progressive.

1. At this time tomorrow, I'll be swimming in the ocean. **FP**
2. Computers will perform many functions in daily life. **W**
3. We are going to spend a month in Abha — the tickets are booked. **G**
4. Maybe I'll visit the museum next week. **W**
5. A week from today, she'll be relaxing on the beach. **FP**
6. They are going to have more free time when machines help at home. **G**

2. Complete the sentence

Write the correct future form.

1. We don't have any milk. I **will** get some from the store.
2. What are your vacation plans? I **am going to** visit the museum tomorrow.
3. By the year 3000, people **will be** living to the age of 120.
4. **Will** you **be** working on the weekend?
5. Machines **won't** control us — I hope not.
6. Tonight they **are** flying to Dubai at 9 p.m.

3. Write about the future

Write one sentence for each prompt. Use the form shown.

1. A prediction about technology (will).

_____ Sample: People will
use robots for more household tasks.

2. A plan you have already made (be going to).

_____ Sample: I am going to
study harder this term.

3. What you will be doing this time next Friday (future progressive).

_____ Sample: This time next
Friday, I will be sitting my English exam.

1. Will or won't?

Circle *will* or *won't* to complete each resolution.

1. I **won't** use my cell phone so much this year.
2. I **will** start exercising every morning.
3. I **will** study more for my exams.
4. I **won't** waste time on games before homework.
5. Maybe I **will** join the school debate team.
6. I **won't** forget to help at home.

2. Complete the graduation speech

Write the future job for each student.

1. Ibrahim was a good runner in school races. He **will** be a physical education teacher.
2. Steven was captain of the debate team. He **will** be a lawyer.
3. Saeed had a great scientific mind. He **will** become a science researcher.
4. Jim raised money for good causes. He **will** be a social worker.
5. In twenty years, schools **will** use more digital tools.
6. TV programs in fifty years **will** probably look very different.

3. Write your resolutions

Write one sentence for each prompt.

1. One promise you make to yourself for this year.

_____ *Sample: I will read one English article every week.*

2. One change you expect in the next fifty years.

_____ *Sample: Cities will have more intelligent buildings.*

3. What you think you will be doing twenty years from now.

_____ *Sample: I will be working as an engineer in a research center.*

1. True or false?

Circle *T* for true or *F* for false about the intelligent home.

1. The system monitors lighting, security, and heating. **T**
2. Residents need a metal key to enter the house. **F**
3. A robot can help with cleaning, washing, and cooking. **T**
4. You can call the refrigerator from the supermarket. **T**
5. The engineer says the concept will make life harder. **F**
6. Certainly means yes in the conversation. **T**

2. Complete the features

Write one word or short phrase.

1. Entry uses a **fingerprint** instead of a key.
2. The living room has **surround** sound radio.
3. The system can **monitor** and optimize household functions.
4. Climate **control** keeps the home comfortable.
5. The reporter asks, "No **kidding**?" to show surprise.
6. The engineer answers the first question with "**Certainly**."

3. Write about smart homes

Write one sentence for each prompt.

1. One feature you would include in an intelligent house.

_____ *Sample: My house will have lights that turn on automatically at night.*

2. One task a housework robot could do for your family.

_____ *Sample: A robot will wash the dishes while we study.*

3. Use Certainly or No kidding? in a short exchange.

_____ *Sample: Can it control the air conditioning? — Certainly.*

1. Choose the best answer

Circle the correct answer about the Tulsa time capsule.

1. The car was buried in: 1957 · 2007 · 1857 **1957**
2. It was unearthed after: 50 years · 5 years · 500 years **50 years**
3. The car model was a Plymouth **Belvedere**.
4. Moisture and rust damaged: the car · only the flag · the raffle list only **the car**
5. Teddy and Gene were: still alive in 2007 · not mentioned · under six years old only **still alive in 2007**
6. Someone compared the vault to: King Tut's tomb · Jules Verne's novel · a skyscraper **King Tut's tomb**

2. Complete the facts

Write the missing word or short phrase.

1. The capsule car was gold and **white**.
2. Contents included a phone directory and an unpaid parking **ticket**.
3. Contestants guessed Tulsa's population in **2007**.
4. The purse held bobby pins, lipstick, and \$2.73 in **cash / change**.
5. Five gallons of **gas** were stored in the car.
6. The U.S. flag and historical **documents** survived.

3. Summarize the story

Write one sentence for each prompt.

1. When and why the car was buried.
_____ *Sample: In June 1957 Tulsa buried a car as a time capsule for 50 years.*
2. What happened when the vault opened in 2007.
_____ *Sample: Moisture and rust had damaged much of the car.*
3. Why people called it their King Tut's tomb.
_____ *Sample: It felt like opening a famous sealed treasure from the past.*

1. Story elements

Circle the best choice for a hidden-treasure story.

1. Setting: underwater shipwreck · empty classroom · blank page only **underwater shipwreck**
2. Discovery: pottery on tentacles · no objects · silent radio only **pottery on tentacles**
3. Who found it: a fisherman · a robot · a haircut **a fisherman**
4. Next step: contact a museum · ignore the find · delete the map **contact a museum**
5. Treasure type: 12th-century bowls · modern phones · electric typewriters **12th-century bowls**
6. Organization: clear sequence with an ending · random list · no characters **clear sequence with an ending**

2. Plan the story

Fill in each blank with one word or short phrase.

1. A Korean fisherman caught octopuses carrying blue **pottery**.
2. Shards and a whole **plate** were attached to the tentacles.
3. He contacted the local **museum**.
4. Divers found thirty perfect bowls from a **shipwreck**.
5. The bowls were from the **12th** century.
6. Think about audience, setting, sequence, and **ending**.

3. Write your story

Write one sentence for each part of a hidden-treasure story.

1. Opening: who finds something unusual and where.

_____ Sample: A diver noticed metal
glinting near a rocky shore.

2. Middle: what the treasure is and what happens next.

_____ Sample: Experts found coins in
a wooden chest and cleaned them carefully.

3. Ending: what happened after the discovery.

_____ Sample: The museum displayed
the treasure for visitors to learn from.

1. Write the correct tag

Complete each sentence with the correct tag question.

1. You are from Riyadh, **aren't you?**
2. Global warming will melt the ice, **won't it?**
3. He isn't working tomorrow, **is he?**
4. People won't live on other planets, **will they?**
5. They are flying to Dubai tonight, **aren't they?**
6. She won't forget the meeting, **will she?**

2. Complete suggestions and tags

Write the missing words.

1. **Let's** visit the museum tomorrow.
2. How about **making** a time capsule for our class?
3. Why don't we **draw** an intelligent house poster?
4. Omar lives in Riyadh, **doesn't** he?
5. Accept a suggestion: Great **idea!**
6. Refuse politely: That **won't** work.

3. Write your own

Write one sentence for each prompt.

1. A suggestion about a class project (Let's / How about / Why don't we).
_____ *Sample: Let's build a model of an intelligent home.*
2. A tag question about a future prediction.
_____ *Sample: Robots will cook our meals, won't they?*
3. A tag question about a fixed arrangement.
_____ *Sample: We are sitting exams next month, aren't we?*

English — Product Advertisements

Name: _____

Date: _____

Mega Goal 1 · Unit 4: The Art of Advertising — Practice
describing and comparing advertised products. — Teacher copy

1. Circle True or False

Circle True or False for each statement about the products.

1. The new FIAT 500 is one of the world's most compact cars. **True** False
2. The car will be available in only one color. True **False**
3. The Henk suitcase was designed in Germany. True **False**
4. The Henk suitcase can be made of wood. **True** False
5. The fold-up bike isn't as bulky as an ordinary bike. **True** False
6. The first bicycles didn't have any pedals. **True** False

2. Complete with a product word

Write compact, portable, bulky, customize, wireless, or triumph.

1. The FIAT 500 is a **triumph** of Italian design.
2. This folding bike is **portable** and easy to store.
3. A standard bike is more **bulky** than the fold-up model.
4. Buyers can **customize** their car with many colors and options.
5. A **wireless** headset connects without cables.
6. The FIAT 500 is one of the world's most **compact** cars.

3. Write your own sentences

Write complete sentences comparing or describing products.

1. Compare the fold-up bike and a regular bike using as ... as or not as ... as. *Sample: The fold-up bike is not as bulky as a regular bike.*
2. Describe one feature of the Henk suitcase that makes it unusual. *Sample: It can cost up to \$40,000 and is made of ebony or Italian leather.*
3. Which advertised product would you buy, and why? *Sample: The fold-up bike, because it is portable and easy to store.*

1. Active or passive?

Write A for active or P for passive.

1. The FIAT 500 was introduced in 1957. **P**
2. Dutch engineers developed the Henk suitcase. **A**
3. This car is made in Japan. **P**
4. Alexander Graham Bell invented the telephone in 1876. **A**
5. Our products have been used by travelers all over the world. **P**
6. The fold-up bike looks like an ordinary bike. **A**

2. Rewrite in the passive

Rewrite each sentence in the passive. Keep the same tense.

1. They developed the suitcase in the Netherlands. → **The suitcase was developed in the Netherlands.**
2. Ibn Al Haytham devised the first camera obscura. → **The first camera obscura was devised by Ibn Al Haytham.**
3. Marie Curie discovered radioactivity in 1903. → **Radioactivity was discovered by Marie Curie in 1903.**
4. They will produce a clean engine in the future. → **A clean engine will be produced in the future.**
5. The Chinese invented ice cream 4,000 years ago. → **Ice cream was invented by the Chinese 4,000 years ago.**
6. Buyers can customize their car with many options. → **Their car can be customized with many options (by buyers).**

3. Write your own sentences

Write complete sentences. Use the passive where possible.

1. Describe where a product is made (passive). *Sample: This tablet is made in South Korea.*
2. Compare two products using as ... as or not as ... as. *Sample: The portable speaker is not as bulky as the old model.*
3. Write an advertising slogan using an imperative. *Sample: Try Sparkle for a fresh, clean smile!*

1. Circle the inventor

Circle the person or group linked to each invention.

1. Ice cream was invented — **by the Chinese** by Isaac Newton by Marie Curie
2. The first camera obscura was devised — **by Ibn Al Haytham** by Alexander Graham Bell in 1440
3. The law of gravity was discovered — by Ibn Sina **by Isaac Newton** by Al-Zahrawi
4. The telephone was invented — by Hassan Kamel Al-Sabbah **by Alexander Graham Bell** by Ladislav Biro
5. Radioactivity was discovered — **by Marie Curie** by the Chinese by Ibn Al Haytham
6. The ballpoint pen was made famous — **by a Hungarian, Ladislav Biro** by Frank McNamara by Karl Benz

2. Complete the passive sentence

Write the missing word or phrase.

1. Surgical instruments still used today were devised in the 10th century by **Al-Zahrawi**.
2. The original solar cell was invented and tested by Hassan Kamel Al-Sabbah in **1930**.
3. The first printing press was made in **1440**.
4. "The Book of Healing and The Canon of Medicine" was authored by Ibn Sina (980–**1037**).
5. Sunray is a lotion used to protect your **skin**.
6. Spotless is a soap that removes dirt and leaves a nice **fragrance**.

3. Write your own sentences

Write complete sentences about advertising.

1. Are you influenced by advertising? Explain briefly. *Sample: Yes, ads on social media sometimes make me want new products.*
2. Name one item you think should not be advertised. *Sample: Medicine should not be advertised to children.*
3. How do ads influence teens? *Sample: Teens may copy styles and brands they see in ads.*

1. Circle the meaning

Circle the best meaning for each Real Talk phrase.

1. What are you up to? — **What are you doing now?** Where are you going? What did you buy?
2. What on earth is that? — Where is the earth? **Surprise when asking a question** A geography quiz
3. It is awesome. — It is broken. **It is very impressive** It is too expensive
4. I've never seen anything like it. — I see it every day. **It is completely new to me** I don't like it
5. It makes you wonder. — It makes you sleep. **It makes you curious** It makes you angry
6. What a great idea for heavy sleepers! — **A positive reaction** A complaint A question about weight

2. Complete the dialogue

Write the missing word or phrase.

1. Adnan: Hi, Omar. What are you **up** to?
2. Omar: I'm testing my flying helicopter **alarm**.
3. Adnan: What on **earth** is that?
4. When the alarm goes off, the top part flies off the **base**.
5. You have to get up and **catch** it.
6. Omar uses it at **work** for meetings.

3. Write your own sentences

Write complete sentences about an unusual gadget.

1. Describe an unusual gadget you have seen or heard about. *Sample: A smart mirror that shows the weather while you brush your teeth.*
2. Use It is incredible in a sentence about a product. *Sample: It is incredible — the alarm literally flies away from your bed.*
3. Write your own ending to Adnan and Omar's conversation. *Sample: What does the boss have to say about this?*

1. Circle the correct answer

Circle the best answer about the credit card history.

1. Frank McNamara forgot his wallet in — **1949** 1950 1952
2. The first card was called the — Visa Card **Diner's Club Card** MasterCard
3. By 1952 the card was accepted by — a few restaurants **thousands of U.S. businesses** one airline
4. The 1962 movie about the card was — **The Man from the Diner's Club** The First Supper Plastic World
5. The first rewards program started in — 1955 **1984** 1973
6. Before the 1950s, a world without cash was — common **inconceivable** impractical only in the U.S.

2. Complete with a reading word

Write *inconceivable, impractical, limited, status symbol, franchise, or revolutionized*.

1. Until the 1950s, paying without cash was **inconceivable**.
2. Carrying large amounts of cash was often **impractical**.
3. Early cards had **limited** acceptance compared to today.
4. The Diner's Club Card became a **status symbol** of high social standing.
5. The company opened **franchises** in Canada, France, and Cuba.
6. Credit cards **revolutionized** how the world pays.

3. Write your own sentences

Write complete sentences about payment and history.

1. Put one credit-card event on a timeline with a year. *Sample: 1950 — Frank McNamara returned with the Diner's Club Card.*
2. Do you use cash or cards more often? Explain. *Sample: I use cards more often because they are convenient.*
3. What reward would you want from a card program? *Sample: I would want airline miles for travel.*

English — The Invention of the Cell Phone

Name: _____

Date: _____

Mega Goal 1 · Unit 4: The Art of Advertising — Write a product history from a timeline. — Teacher copy

1. Match the date to the event

Circle the correct year for each event.

1. Michael Faraday researched electricity in space — 1843 1865 1973
2. Dr. Mahlon Loomis sent wireless messages — 1843 1865 1973
3. Dr. Martin Cooper made the first portable cellular call — 1843 1973 1988
4. Cell phones went public in Chicago trials — 1973 1977 1988
5. The CTIA set goals and standards — 1977 1988 1908
6. Karl Benz built one of the first cars — 1886 1913 1920

2. Complete the timeline sentence

Write the missing word, name, or year.

1. In 1843 Michael Faraday researched whether space could conduct electricity.
2. In 1973 Dr. Martin Cooper was the first user of a portable cellular phone.
3. In 1977 cell phones went public in Chicago trials.
4. It took nearly 40 years for cell phones to become commercially accessible.
5. In 1908 the Model T made cars widely known.
6. In 1913 the assembly line speeded up car production.

3. Write your own sentences

Write a short product history.

1. Choose a product and name it. *Sample: The digital camera.*
2. Write one timeline entry with a date and event. *Sample: 1975 — Kodak engineer Steven Sasson built the first digital camera prototype.*
3. Write one more timeline entry that shows how the product changed over time. *Sample: 2000s — cameras became standard features on mobile phones.*

English — Demonstratives and Ad Slogans

Name: _____

Date: _____

Mega Goal 1 · Unit 4: The Art of Advertising — Practice
demonstratives, imperatives, and too/enough. — Teacher copy

1. Circle this, that, these, or those

Choose the correct demonstrative.

1. What's _____? (near, one pencil) this that these those
2. What are _____? (far, keys) this that these those
3. _____ tablet is lighter than mine. (near) This That These Those
4. _____ boots are made of leather. (far) This That These Those
5. _____ is a university student. (far, one person) This That These Those
6. _____ ads use imperatives. (near, plural) this that These those

2. Complete the ad phrase

Write this, that, these, those, too, enough, one, or ones.

1. Which coat do you want? The green one.
2. Which boots? The leather ones.
3. This jacket is too small for me.
4. The jacket is not big enough.
5. Clean your teeth with Sparkle toothpaste!
6. Buy the best, lightest and fastest tablet! (imperative: Buy the best ...)

3. Write your own sentences

Write complete sentences or slogans.

1. Write an advertising slogan using an imperative. *Sample: Feel fresh with just one spray of Bliss!*
2. Use too or enough to describe a product problem. *Sample: This bag is too heavy to carry all day.*
3. Ask and answer with a demonstrative: What's this? *Sample: It is a wireless speaker.*

1. Circle the main cause

Circle the best answer for each crash-related statement.

1. Drivers look away from the road because of — helmets cell phones seatbelts
2. Most fatigue crashes happen between — 8 A.M. and 11 A.M. 11 P.M. and 8 A.M.
noon and 3 P.M.
3. Speeding makes crashes more — minor severe unlikely
4. Tailgating is an example of — cautious driving aggressive driving good weather
5. In bad weather, drivers should — speed up slow down or pull off ignore signs
6. About 20 Saudi residents die on the roads each — week day month

2. Complete with a crash word

Write *distracted, drowsy, speeding, tailgate, skid, or fog*.

1. Distracted drivers take their eyes off the road.
2. A drowsy driver may fall asleep at the wheel.
3. Speeding reduces the time to avoid a crash.
4. An aggressive driver may tailgate the car in front.
5. On ice, a car may skid and lose control.
6. Heavy fog makes it hard to see the road ahead.

3. Write your own sentences

Write complete sentences about road safety.

1. Name one cause of crashes and how to prevent it. *Sample: Driver fatigue — get enough sleep before a long trip.*
2. Describe dangerous weather you have seen while driving or riding. *Sample: A sandstorm reduced visibility on the highway.*
3. Why should drivers avoid using phones on the road? *Sample: Phones distract drivers and take their eyes off the road.*

1. Circle the correct pronoun

Circle the reflexive pronoun that completes each sentence.

1. She burned _____ on the stove. **herself** himself itself
2. We hurt _____ during the game. **ourselves** yourselves themselves
3. The machine turned off by _____. myself **itself** yourself
4. I fixed the hair dryer _____. **myself** herself themselves
5. Did you cut _____? **yourself** myself ourselves
6. The children entertained _____. **themselves** itself himself

2. Complete with because, so, So, or Neither

Write because, so, So, or Neither plus the correct auxiliary.

1. He didn't turn off the electricity, **so** he got a shock.
2. Most accidents happen **because** people don't pay attention.
3. A: I'm a careful driver. B: **So** am I.
4. A: I hurt myself all the time. B: **So** do I.
5. A: I'm not an aggressive driver. B: **Neither** am I.
6. A: I didn't slip on the wet floor. B: **Neither** did I.

3. Write your own sentences

Write complete sentences about accidents.

1. Use a reflexive pronoun to describe an injury. *Sample: I sprained my ankle when I pushed myself too hard in PE.*
2. Use because to give a reason for an accident. *Sample: He crashed because he was speeding.*
3. Use so to show the result of not being careful. *Sample: She had no helmet, so she got a bad bump.*

English — Injuries and Household Dangers

Name: _____

Date: _____

Mega Goal 1 · Unit 5: Did You Hurt Yourself? — Match injuries to body parts and discuss safety. — Teacher copy

1. Circle the injury

Circle the injury that matches each description.

1. He twisted his joint while running. — sprain fracture burn
2. She damaged the bone in her upper limb. — cut fracture poke
3. He touched something hot on the stove. — burn sprain break
4. She sliced her digit while cooking. — cut fracture sprain
5. He hit his face and damaged his nasal bone. — burn break poke
6. He pushed something into his eye. — sprain poke cut

2. Complete the injury sentence

Write sprained, fractured, burned, cut, broke, or poked.

1. He sprained his ankle playing football.
2. She poked herself in the eye with a pencil.
3. He fractured his arm when he fell off his bike.
4. She burned her hand on a hot pan.
5. He cut his finger with a knife.
6. He broke his nose during the match.

3. Write your own sentences

Write complete sentences about accidents and safety.

1. Have you ever had a minor injury? Describe it. *Sample: Yes — I cut my finger while opening a can.*
2. Name one household danger for children. *Sample: Unlocked medicine cabinets or open electrical sockets.*
3. How can people prevent common accidents? *Sample: Wear protective gear and pay attention to warnings.*

English — At the Emergency Room

Name: _____

Date: _____

Mega Goal 1 · Unit 5: Did You Hurt Yourself? — Practice Real
Talk phrases about injuries. — Teacher copy

1. Circle the meaning

Circle the best meaning for each Real Talk phrase.

- lucky day — a day of bad luck **a day of good fortune** a holiday
- stuck in — free to move **caught and unable to move out** sitting comfortably
- I guess — I am certain **not totally sure** I refuse
- Look at it this way — ignore the problem **there's a different way to think about it** look behind you
- It probably saved my life — it made things worse **it likely prevented death** it was expensive
- two casts for friends to sign — **two broken bones in casts** two parties two helmets

2. Complete the conversation

Write the missing word or phrase.

- Samir crashed his **motorcycle** on an oil patch.
- He wasn't wearing a helmet at first, but later he said one **saved** his life.
- Jasem fell off his bike when he **swerved** to avoid a squirrel.
- Samir: Look at it this **way** — two casts for friends to sign.
- Jasem had bruises and a **bump** on his head.
- Samir broke both **legs** and needs a wheelchair.

3. Write your own sentences

Write complete sentences about an accident conversation.

- Describe how someone was injured in one sentence. *Sample: He burned his hand when he touched a hot stove.*
- Use I guess to show you are not totally sure. *Sample: I guess the road was slippery after the rain.*
- Use Look at it this way to give a positive view of a bad situation. *Sample: Look at it this way — at least no one was seriously hurt.*

1. Happy or unhappy ending?

Circle Happy or Unhappy for each story.

1. An eagle dropped a tortoise on Aeschylus's bald head. Happy Unhappy
2. A German WWI soldier fell from a plane and landed back in his seat. Happy Unhappy
3. Bob Hail's both parachutes failed, but he walked away with minor injuries. Happy Unhappy
4. An ostrich wove through traffic near Abha at high speed. Happy Unhappy
5. Phineas P. Gage survived a bar through his head and recovered. Happy Unhappy
6. A boy drowned at a pool where a lifeguard was promised. Happy Unhappy

2. Complete with a reading word

Write bald, weave, burst, recover, meteorite, or unconscious.

1. Aeschylus had a bald head when the tortoise hit him.
2. The ostrich began to weave through traffic.
3. Manfredo Settala is the only recorded death from a meteorite.
4. After the accident, Gage was able to recover fully.
5. Phil Lamattina's car split and created a fireball that could burst.
6. After the crash, the narrator was unconscious until the ambulance arrived.

3. Write your own sentences

Write complete sentences about unusual stories.

1. Summarize one unusual accident from the unit in one sentence. *Sample: An eagle dropped a tortoise on a bald head.*
2. Which story has a happier ending, and why? *Sample: Bob Hail survived a 3,000-foot fall with minor injuries.*
3. Do you believe all unusual accident stories? Explain. *Sample: Some sound unbelievable, but many are recorded in history.*

English — Writing an Accident Account

Name: _____

Date: _____

Mega Goal 1 · Unit 5: Did You Hurt Yourself? — Write a clear account of an accident. — Teacher copy

1. Circle the correct detail

Circle the best answer about the model accident account.

1. The narrator's brother was — driving too slowly **speeding** walking
2. They hit a — tree **telephone pole** bus
3. The other driver was — 15 years old **90 years old** a student
4. The narrator was — **15** 25 90
5. Although he wore a seatbelt, he hit his face on the — window **dashboard** roof
6. He spent — two days **two weeks** two months in hospital

2. Complete the account sentence

Write what, when, where, how, who, or why details.

1. Notes should answer **what**, when, where, how, who, and why.
2. The crash happened at an **intersection**.
3. The narrator was taken by **ambulance** to the hospital.
4. Since the accident, he has been a **cautious** driver.
5. The other car was **speeding** at the intersection.
6. He was **unconscious** until help arrived.

3. Write your own sentences

Write your own accident account.

1. What happened? (one sentence) *Sample: I slipped on a wet floor in the hallway.*
2. When and where did it happen? *Sample: Last winter at school after the floor was mopped.*
3. Who was involved and what was the result? *Sample: I sprained my wrist and missed PE for a week.*

1. Circle must or should

Circle *must* for a rule or *should* for advice.

1. You _____ stop at the traffic lights. **must** should
2. You _____ drive under the speed limit. must **should**
3. You _____ not park on the sidewalk. **must** should
4. You _____ not eat when you're driving. must **should**
5. You _____ not use your phone while driving. **must** should
6. After an injury, you _____ see a doctor. must **should**

2. Complete the direction sentence

Write carefully, slowly, next to, across from, on the corner, or Turn.

1. He drove too fast; he should have driven more **carefully**.
2. Go straight and **Turn** left at the bookstore.
3. The post office is **next** to the library.
4. The museum is **across from** the park.
5. The bus stop is **on the corner** of First Avenue and Main Street.
6. Drivers **must** not use phones while driving.

3. Write your own sentences

Write complete sentences about rules and directions.

1. Write one road rule using must. *Sample: You must wear a seatbelt in the car.*
2. Write one piece of driving advice using should. *Sample: You should keep a safe distance from the car ahead.*
3. Give directions to a place near your home. *Sample: Go straight, turn right, and the shop is next to the mosque.*

1. Circle the strongest advice

Circle the best advice expression for each situation.

1. Friends push you to eat fries every day. You might try salad. **You should turn it down.** You could eat more.
2. You want to get in shape. **You ought to take up a sport.** You might skip meals. You could avoid exercise.
3. A teen refuses food to stay slim. **That may be an eating disorder.** That builds fitness. That improves appetite.
4. You feel tired but keep delaying workouts. Keep putting it off. **You ought to start exercising.** You should give up trying.
5. Before a long drive. **You might check the route.** You could race on a busy road. You should drift in traffic.
6. Short trip in the car. Skip the seat belt. **Always wear your seat belt.** Drive through red lights.

2. Complete with a word from the lesson

Write peer pressure, fitness, anorexia, counselor, self-worth, or appetite.

1. Younger people often eat junk food because of **peer pressure.**
2. Being in good physical condition is called **fitness.**
3. An **anorexia** is an eating disorder that affects **appetite.**
4. HelpSite4U hotline **counselors** give advice online.
5. Keep your principles and **self-worth** when friends push unhealthy food.
6. Some teens avoid food when they want to stay **slim.**

3. Write advice

Write one sentence of advice for each situation.

1. A friend eats fast food every day (use had better). *Sample: You'd better stay away from junk food and cook at home.*
2. Someone wants to lose weight and run faster (use should). *Sample: You should stop eating junk food and exercise more.*
3. A driver speaks on the phone while driving (use ought to). *Sample: You ought to pull over before you use your phone.*

English — Advice Modals and Phrasal Verbs

Name: _____

Date: _____

Mega Goal 1 · Unit 6: Take My Advice — Use should, ought to, had better, might, could, and phrasal verbs. — Teacher copy

1. Circle the best advice modal

Circle the modal that best fits the clue in brackets.

1. You **'d better** take this medicine. (strong warning — positive)
2. You **should** join our gym class. (gentle suggestion)
3. You **ought to** talk to a counselor about stress. (strong recommendation)
4. You **could** work out with me tomorrow. (offer)
5. You **might** check your tires before a long trip. (possibility)
6. You **'d better not** skip breakfast every day. (strong warning — negative)

2. Complete the phrasal verb

Write the correct form of the phrasal verb in brackets.

1. I keep **putting off** my morning run. / **putting it off**
2. You need to **give up** sugary drinks.
3. Why don't you **take up** cycling?
4. He should **cut down on** late-night snacks.
5. She can't **put up with** the cafeteria noise.
6. Did you **throw away** the empty bottles? / **throw them away**

3. Write advice with phrasal verbs

Write one sentence for each prompt.

1. Tell a friend to start a new sport (should + take up). *Sample: You should take up swimming twice a week.*
2. Warn someone about junk food (had better + cut down on). *Sample: You'd better cut down on fried food before the exam.*
3. Suggest refusing an unhealthy offer (ought to + turn down). *Sample: You ought to turn down the extra slice of pizza.*

1. Circle the best advice for Ali

Ali works ten hours a day, drinks a lot of coffee, and never exercises. Circle the best advice.

1. Long work hours. **He should work less.** He ought to work more. He might skip lunch.
2. Weekend work. **He shouldn't take work home.** He should work every weekend. He could sleep at the office.
3. Coffee habit. **He ought not to drink so much coffee.** He should drink more coffee. He might avoid water.
4. Daily commute. **He should move closer to work.** He ought to drive faster. He could sit in traffic longer.
5. Exercise. **He'd better start to exercise.** He should give up walking. He might put off fitness forever.
6. Social life. **He should go out with friends more.** He ought to stay alone. He could ignore everyone.

2. Complete Dr. Wise's advice

Write *take up*, *change*, *stop*, or *start*.

1. Harvey is gaining weight. Dr. Wise says he should **change** his diet.
2. Harvey should also **take up** a sport.
3. Adel has a skin problem. He should **stop** eating nuts.
4. Saeed feels weak when he exercises. He should **start** having salt in his food again.
5. Ali rarely goes on vacation. He'd better **take** a break soon. / **plan**
6. Ali doesn't exercise. He ought to **start** walking after work.

3. Write advice about balance

Write one sentence for each prompt.

1. Advise someone who puts off exercise (should + phrasal verb). *Sample: You should stop putting off your workouts and join a class.*
2. Advise a student who eats only junk food (ought to). *Sample: You ought to eat more nutritious meals at home.*
3. Advise a friend who feels weight conscious (had better). *Sample: You'd better talk to a counselor instead of skipping meals.*

1. Circle the meaning

Circle the correct meaning of each Real Talk expression.

1. feeling down feeling excited **feeling depressed** feeling strong
2. look out for myself **care only about yourself** help everyone watch the road
3. To be honest makes a statement weaker **makes a statement stronger** ends a letter
4. exam pressure easy exams **stress about tests** no homework
5. constantly call never phone **phone again and again** send one text
6. You ought to talk to them. refuse to speak **give strong advice to communicate**
ignore classmates

2. Complete Hussain's advice

Write feeling down, look out for myself, ought to, or To be honest.

1. Mohammed is **feeling down** because of exam pressure.
2. Classmates say he only **looks out for himself**.
3. Hussain says Mohammed **ought to** talk to them.
4. **To be honest**, Mohammed needs rest too.
5. Other students call Hussain first to check Mohammed's mood because Mohammed is **feeling down**.
6. Hussain wants Mohammed to explain that he is not selfish — he is just **feeling down**.

3. Write conversation lines

Write complete sentences.

1. A friend feels down about exams — give advice with ought to. *Sample: You ought to tell your classmates when you need time to study.*
2. Use To be honest to make a statement stronger. *Sample: To be honest, I can't help with every practice test tonight.*
3. Explain what look out for myself means in your own words. *Sample: It means you think about your own needs and not other people's.*

1. Circle True or False

Circle True or False.

1. Good eating habits can contribute to health and fitness. **True** False
2. Thinking of junk food the minute you feel hungry can be a warning sign. **True** False
3. Comfort eating when you feel down often uses high-calorie food. **True** False
4. If you cannot stop immediately, there is no hope. True **False**
5. You should turn down junk-food offers from friends. **True** False
6. Set goals that are achievable and enjoyable. **True** False

2. Complete the reading ideas

Write cut down on, give up, turn down, achievable, nutritious, or comfort eating.

1. You may decide to **cut down on** junk food gradually or stop altogether.
2. Don't **give up** because of one unhealthy meal with friends.
3. When you feel down, **comfort eating** with burgers and fries is a warning sign.
4. **Turn down** junk-food offers politely.
5. Make a supermarket list of **nutritious** food you actually like.
6. Your fitness goals should be **achievable** and enjoyable.

3. Write in your own words

Write complete sentences.

1. Name one warning sign from the reading. *Sample: You picture burgers every time you feel hungry.*
2. Give one piece of advice from the checklist. *Sample: Read menus and highlight healthier dishes.*
3. Would you cut down gradually or stop altogether? Why? *Sample: I would cut down gradually because sudden change is hard.*

1. Circle the better writing choice

Circle the choice that fits the Writing Corner.

1. Open by judging his problems **acknowledging his feelings** ignoring the letter
2. Show empathy with You are lazy. **I understand how you feel.** That is stupid.
3. Give advice with You must obey me. **I think, maybe, you should ...** Do exactly this.
4. Ask a gentle question with **Have you tried ...?** Why didn't you ...? Who cares?
5. Close on a hopeless note **a hopeful note** an angry note
6. Nasser's problem includes making many friends easily **feeling down in a new city** winning every football match

2. Complete the letter phrases

Write *I am really sorry to hear, I understand how you feel, Have you tried, you know best, or but then again.*

1. **I am really sorry to hear** that your grades have dropped.
2. **I understand how you feel** — moving to a new school is hard.
3. **Have you tried** joining a club after school?
4. I would try the football team, **but then again**, you know your school best.
5. Don't be too hard on yourself; **but then again** things can improve. / accept **I think things can improve**
6. At the end, remind Nasser that he **knows best**.

3. Write three letter sentences

Write sentences for a letter to Nasser. Do not copy the book word for word.

1. Acknowledge one of Nasser's problems. *Sample: I am really sorry to hear that only one classmate came to your party.*
2. Give one gentle suggestion. *Sample: Maybe you should ask your coach if you can train with the team again.*
3. Close with hope. *Sample: I believe you will make good friends when people get to know you.*

English — Quantity and When Clauses

Name: _____

Date: _____

Mega Goal 1 · Unit 6: Take My Advice — Use how much, how many, quantity words, and when clauses. — Teacher copy

1. Circle how much or how many

Circle the correct question word.

1. How much water do you drink every day?
2. How many vegetables are in the salad?
3. How much time do you spend at the gym?
4. How many hours did you sleep last night?
5. How much exercise does your doctor recommend?
6. How many sisters do you have?

2. Complete with a quantity expression

Write much, many, a lot of, a few, a little, or lots of.

1. Don't eat much fruit if the doctor says to limit sugar. / too much
2. Eat a few carrots — they are good for you.
3. He doesn't eat many vegetables.
4. She drinks a lot of lemonade after sports. / lots of
5. There aren't many nuts left in the bowl.
6. Don't spend much time worrying about one test.

3. Write when clauses

Write a complete sentence for each prompt.

1. What do you do when you have a cold? *Sample: When I have a cold, I usually drink warm tea and rest.*
2. How do you feel when you exercise? *Sample: When I exercise, I feel great and relaxed.*
3. What do you eat when you feel tired? *Sample: When I feel tired, I eat a little fruit and drink water.*