

نسخة المعلم · Teacher copy



وزارة التعليم
Ministry of Education

أوراق عمل
WORKSHEETS

اللغة الإنجليزية

Mega Goal 3

الصف الثالث ثانوي · الفصل الدراسي الأول
English · Grade 12 · Term 1

اسم المعلم

Teacher's name

اسم الطالب

Student's name

1. Circle the correct answer

Circle Marie, Pierre, Orville, Wilbur, or Both.

1. Who was born in Warsaw in 1867? **Marie** / Pierre / Orville / Wilbur
2. Who became a professor at the Sorbonne? Marie / **Pierre** / Orville / Wilbur
3. Who built the first successful airplane? Marie / Pierre / **Orville and Wilbur** / Wilbur
4. Who won the Nobel Prize for Physics in 1903? Marie / Pierre / **Both** / Neither
5. Who focused on pilot control rather than powerful engines? Curies / **Wright brothers**
6. Who discovered polonium and radium? **Curies** / Wright brothers

2. Complete the sentence

Use a word from the unit: devoted, pioneer, aviation, radioactivity, glider, propeller.

1. The Wright brothers were **aviation** pioneers in **aviation**.
2. The Curies were **devoted** to each other and to their research.
3. They tested **gliders** before their first powered flight.
4. Marie won a second Nobel Prize for work on chemical elements and **radioactivity**.
5. Their key innovation was a reliable control system and efficient **propellers**.
6. Both pairs are remembered as scientific and technical **pioneers**.

3. Write about pairs

Write complete sentences about famous pairs or teamwork.

1. Name one pair from the lesson and one thing they achieved together. *Sample: The Curies discovered radium together.*
2. Explain why teamwork helped one pair succeed. *Sample: The Wrights combined mechanical skills to design wings.*
3. Describe a pair you admire and why. *Sample: I admire two classmates who study together every week.*

English — Other, Another & Emphatic Do

Name: _____

Date: _____

Mega Goal 3 · Unit 1: Two Is Better Than One — Practice other, others, another, and emphatic do. — Teacher copy

1. Circle the correct word

Circle *other*, *others*, *another*, or *each other*.

1. Many scientists agree; **others** disagree.
2. I have **another** idea for our project.
3. Do you know any **other** students in the club?
4. That was a good presentation. I'll give you **another**.
5. They trust **each other** completely.
6. We need **another** day to finish.

2. Complete with do, does, or did (emphatic)

Add emphatic *do/does/did* where the sentence needs emphasis or contrast.

1. A: You didn't finish the report. B: I **did** finish the report!
2. She **does** enjoy working in a team, even when tasks are hard.
3. We usually agree, but we **do** argue about chores sometimes.
4. He **does** want to join the aviation club this year.
5. A: They never helped. B: They **did** help on the first day.
6. I **do** remember our first group project clearly.

3. Write original sentences

Use the grammar point shown in each cue.

1. Use others as a pronoun. *Sample: Some students prefer science; others prefer literature.*
2. Use emphatic do in a short dialogue (2 lines). *Sample: A: You never called. B: I did call you last night!*
3. Use another + singular noun. *Sample: Can I have another cup of tea?*

English — Negotiating Chores

Name: _____

Date: _____

Mega Goal 3 · Unit 1: Two Is Better Than One — Practice
negotiating phrases and Real Talk from the apartment
conversation. — Teacher copy

1. Circle the best phrase

Choose the phrase that fits each situation.

1. **How about if I...** / Not my cup of tea / No sweat
2. **No sweat** / on the same wavelength / another
3. **Not my cup of tea** / How about if I / devoted
4. **on the same wavelength** / predators / pioneer
5. **OK, I'll agree to...** / No sweat / symbiosis
6. **I'm sure we can work this out** / Not my cup of tea / leftover

2. Complete the negotiating sentence

Use phrases from the unit.

1. **How about if** I clean the kitchen and you clean the bathroom?
2. I think it would be fair if we **took** turns each week.
3. **Would you be willing to** you wash the dishes if I cook tonight?
4. Cooking is really **not my cup of tea** for me, so let's order takeout.
5. Don't worry about folding — **No sweat!**
6. We're **on the same wavelength** about sharing the laundromat trip.

3. Role-play in writing

Write short negotiating exchanges.

1. Offer to split two chores with a partner. *Sample: How about if I vacuum and you mop?*
2. Politely say you dislike one task. *Sample: Cooking is not my cup of tea for me.*
3. Suggest a compromise using OK, I'll agree to... *Sample: OK, I'll agree to dishes if you will cook.*

Mega Goal 3 · Unit 1: Two Is Better Than One — Practice
vocabulary and facts from the symbiosis reading. — Teacher
copy

1. Match the pair to the benefit

Circle the animal pair: crocodile-plover, honeyguide-ratel, zebra-ostrich, clownfish-anemone.

1. **crocodile-plover** / honeyguide-ratel
2. crocodile-plover / **honeyguide-ratel**
3. **zebra-ostrich** / clownfish-anemone
4. zebra-ostrich / **clownfish-anemone**
5. crocodile-plover / **honeyguide-ratel**
6. **zebra-ostrich** / crocodile-plover

2. Complete with a vocabulary word

Use: symbiosis, predators, compensate, invaluable, swoop, leftovers.

1. A special relationship where animals benefit is called **symbiosis**.
2. Animals must stay safe from **predators** while searching for food.
3. The zebra and ostrich **compensate** for each other's weak senses.
4. The benefits of these partnerships are **invaluable**.
5. The honeyguide **swoops** down to alert the ratel.
6. After the ratel eats, the honeyguide finishes the **leftovers**.

3. Explain symbiosis

Write about animal partnerships.

1. Name one pair and explain how each animal helps the other. *Sample: The plover cleans the crocodile's teeth; the crocodile provides food.*
2. Why do differences sometimes make animals perfect partners? *Sample: Different strengths let them survive better together.*
3. Compare symbiosis to human teamwork in one sentence. *Sample: Like animal partners, teammates use different skills to succeed.*

English — Complementary

Friends

Name: _____

Date: _____

Mega Goal 3 · Unit 1: Two Is Better Than One — Practice
descriptive writing about two people who complement each
other. — Teacher copy

1. Circle the best linking word

Choose *although*, *while*, *because of*, or *as a result*.

1. **Although** they are different, they get along well.
2. **Because of** his calm nature, he never shouted.
3. **while** he stayed relaxed.
4. **as a result**, they complement each other. / **Although** they are opposites, they complement each other.
5. **While** / **Although** she sold the furniture, he only chuckled.
6. **In spite of** their differences, they showed symbiosis.

2. Complete the descriptive phrase

Use words from the writing lesson: *contentment*, *flustered*, *chuckle*, *moral fiber*, *serene*.

1. He remained **serene** even when problems occurred.
2. She became **flustered** over small irregularities.
3. He had strong **moral fiber** and would not cheat for profit.
4. All he did was **chuckle** when he heard the news.
5. The writer remembers the grandparents with **contentment**.
6. Do not write only a list of adjectives; show their **character** through actions.

3. Plan a descriptive paragraph

Write about two friends who complement each other.

1. Write one sentence describing Person A's personality. *Sample: My friend Sara is organized and plans every detail.*
2. Write one sentence describing Person B's opposite trait. *Sample: Her friend Noor is spontaneous and relaxed.*
3. Write a concluding sentence using *although* or *while*. *Sample: Although they differ, they balance each other perfectly.*

English — Present Tenses & Intensifiers

Name: _____

Date: _____

Mega Goal 3 · Unit 1: Two Is Better Than One — Practice simple present vs present progressive and intensifiers. — Teacher copy

1. Circle simple present or present progressive

Choose the correct verb form.

1. Badr usually eats takeout, but today he is cooking.
2. My flight leaves at 8:10 tomorrow.
3. More students are sharing apartments to save money.
4. He is always asking his brother for money.
5. I know the answer right now.
6. Here she comes!

2. Complete with an intensifier + adjective

Use *very*, *really*, *absolutely*, or *quite* with a suitable adjective.

1. The manuscript is absolutely ancient.
2. The exhibit was very interesting.
3. The museum visit was really fascinating.
4. The ticket price is quite expensive.
5. The interactive display is absolutely amazing.
6. The documentary was really good.

3. Write about habits and now

Use *simple present* and *present progressive*.

1. Write one sentence about a habit you have. *Sample: I usually study after dinner.*
2. Write one sentence about what you are doing this week. *Sample: This week I am preparing for exams.*
3. Write one sentence using an intensifier + adjective about a museum or gallery. *Sample: The National Museum is absolutely fascinating.*

1. Circle the correct person

Choose Ortega, Jameel, Li Ka-shing, or Jobs.

1. **Ortega** / Jameel / Li / Jobs
2. Ortega / **Jameel** / Li / Jobs
3. Ortega / Jameel / **Li** / Jobs
4. Ortega / Jameel / Li / **Jobs**
5. **Ortega** / Jameel / Li / Jobs
6. Ortega / Jameel / Li / **Jobs**

2. Complete with a vocabulary word

Use: philanthropist, impoverished, prominent, founder, excel, reputation.

1. Mohammad Abdul Latif Jameel is known as a **philanthropist** who supports education.
2. Steve Jobs grew up in an **impoverished** family in California.
3. Li Ka-shing is one of Asia's most **prominent** businessmen.
4. Amancio Ortega is the **founder** of Inditex.
5. These leaders built a strong **reputation** through hard work.
6. Many of them **excel** in business despite humble beginnings.

3. Write about influence

Write about an influential person.

1. Name one leader from the lesson and his country. *Sample: Li Ka-shing from China.*
2. Write one achievement of that person. *Sample: Jameel created thousands of jobs for Saudis.*
3. Explain one quality that helped him succeed. *Sample: Ortega worked hard from a young age.*

1. Circle used to or be used to

Choose the correct form.

1. He **used to** live in a mansion, but now he lives in a small apartment.
2. She is a millionaire, but she isn't **used to** shopping in expensive stores.
3. When I was a child, I **would / used to** dream of being a millionaire.
4. He works seven days a week, but he is **used to** it.
5. She **didn't use to** care about money, but now she's materialistic.
6. He **used to** live at home until he got a job.

2. Complete with was/were going to + base verb

Write the future-in-the-past form.

1. I knew that company **was going to** be a great success.
2. He **was going to** spend the money, but he invested it instead.
3. They **were going to** take a vacation, but they got cold feet.
4. Ahmed **was going to** buy a car, but he decided to save.
5. We **were going to** meet at the mall, but it rained.
6. She **was going to** resign, but they offered her a promotion.

3. Write about past habits and plans

Use used to, be used to, or was going to.

1. Write one sentence about a past habit you no longer have. *Sample: I used to play football every day.*
2. Write one sentence about something you are accustomed to now. *Sample: I am used to waking up early.*
3. Write one sentence about a plan that changed. *Sample: I was going to travel, but I stayed home.*

English — Discussing Options

Name: _____

Date: _____

Mega Goal 3 · Unit 2: Influential People — Practice discussing options and Real Talk from Ahmed and Ibrahim's conversation.
— Teacher copy

1. Circle the best Real Talk expression

Choose the expression that fits.

1. **go in circles** / put aside / cash
2. **get cold feet** / drive crazy / don't mind
3. don't mind / broke / **don't mind**
4. **put aside for a rainy day** / beat it / cash
5. **drive someone crazy** / get cold feet / cash
6. **broke** / max out / beat it

2. Complete with a discussing-options phrase

Use: *On the other hand, But then again, I could always, The alternative would be.*

1. A vacation would be fun. **On the other hand**, it would be over in a week.
2. **I could always** save the money for emergencies.
3. **The alternative would be** to buy a used car instead.
4. He enjoys spending, but **then again**, money should be enjoyed too.
5. **At the same time**, public transport is convenient for him.
6. What would you think about **putting** half for savings?

3. Advise a friend

Write about making a money decision.

1. Use On the other hand to compare two choices. *Sample: A car is convenient; on the other hand, it is expensive.*
2. Use I could always to suggest an option. *Sample: I could always save the money instead.*
3. Use one Real Talk expression in a sentence. *Sample: Don't go in circles — decide today!*

1. Circle true or false

Based on the reading passage.

1. **False**
2. **True**
3. **True**
4. **True**
5. **False**
6. **True**

2. Complete with a vocabulary word

Use: endowment, comply with, hurdle, founder, prosper, wealth.

1. Al Rajhi Bank must **comply with** religious rules such as no interest.
2. Starting the bank in Britain was not **hurdle**-free.
3. He is the **founder** of Al-Watania agricultural projects.
4. ASARHC controls more than half of his **wealth**.
5. His businesses began to **prosper** during the 1970s oil boom.
6. The university was established through a large **endowment**.

3. Summarize philanthropy

Write about Sheikh Al-Rajhi.

1. Write one sentence about how he started in business. *Sample: He began by changing money for pilgrims.*
2. Write one sentence about his donation decision. *Sample: In 2011 he donated most of his fortune to charity.*
3. Explain why he chose to give away wealth. *Sample: He wanted peace of mind after experiencing poverty.*

1. Order the G20 events

Circle the correct year for each event.

1. 1999 / 2008 / 2011
2. 1999 / 2008 / 2011
3. 1999 / 2008 / 2011
4. 2019 / 2020 / 2021
5. 2019 / 2020 / 2021
6. True

2. Complete the biography connector

Use *when*, *then*, *after*, *while*, or *Having completed*.

1. After he graduated, he started his first company.
2. He worked hard, while his reputation grew.
3. Having completed university, he became a professor.
4. He was born in 1929; then, he moved to Riyadh.
5. When he was young, he experienced poverty.
6. Describe character and qualities, not only a list of dates.

3. Plan a biography

Write about an influential person.

1. Write one chronological sentence about early life. *Sample: When he was fifteen, he left school to work.*
2. Write one sentence about a major achievement. *Sample: Then he founded one of the largest banks in the region.*
3. Write one sentence describing the person's character. *Sample: He is renowned for honesty and generosity.*

1. Circle present perfect or past simple

Choose the correct form.

1. **Have you ever met** a billionaire?
2. He **started** the company in the late 70s.
3. Jameel **has contributed** greatly to Saudization.
4. Li Ka-shing **has lived** in China for all his life.
5. I **have never ordered** books online yet.
6. When **did you visit** Kuwait?

2. Complete with for or since

Choose for or since.

1. The store has been open **since** 1975.
2. She has worked there **for** ten years.
3. I have known him **since** last June.
4. They have waited **for** a long time.
5. He has been a member **since** 2010.
6. We haven't traveled abroad **for** two years.

3. Write about experiences

Use present perfect.

1. Write a Have you ever...? question. *Sample: Have you ever visited a famous museum?*
2. Write a short answer with so far or yet. *Sample: Yes, I have visited two so far this year.*
3. Write one sentence with for or since. *Sample: I have studied English since primary school.*

1. Circle true or false

Based on the 1900 predictions.

1. **True**
2. **False** (cheaper)
3. **False**
4. **True**
5. **True**
6. **False**

2. Complete with a vocabulary word

Use: sanitation, expectancy, obsolete, substituted, commonplace, circuits.

1. Better medicine and **sanitation** would raise life expectancy.
2. Automobiles would have been **substituted** for horse vehicles.
3. Telegraph **circuits** would span the world.
4. Many inventions that seemed impossible later became **commonplace**.
5. Some letters were predicted to become **obsolete**.
6. Average life **expectancy** was expected to rise to 50.

3. Make a prediction

Write about the future.

1. Write one prediction about life in 2100. *Sample: People will travel to Mars regularly.*
2. Write one reason your prediction might happen. *Sample: Technology is advancing quickly.*
3. Write one prediction that did NOT come true from 1900. *Sample: Cars were not cheaper than horses in the way predicted.*

1. Circle the correct form

Choose future perfect or future perfect progressive.

1. By 2030, I **will have lived / will have been living** here for 15 years.
2. By November, the company **will have introduced** new models.
3. By 2033, people **will have been flying** for 130 years.
4. When he **finishes**, he is going to let me try it.
5. My father will keep his phone until it **breaks**.
6. By the time you arrive, we **will have started** dinner.

2. Complete the sentence

Use will have + past participle or will have been + -ing.

1. By next year, scientists **will have found** new solutions.
2. By 2030, she **will have been dreaming** of space travel for 45 years.
3. When the course ends, we **will have completed** six units.
4. Before you call, I **will have finished** my homework.
5. By 2030, Vision 2030 **will have implemented** many reforms.
6. As soon as he arrives, we **will leave**.

3. Write about the future

Use future perfect or a time clause.

1. Write one sentence with by + future time. *Sample: By 2030, I will have graduated from university.*
2. Write one sentence with when + present tense in the time clause. *Sample: When I finish, I will celebrate.*
3. Write one sentence with will have been + -ing. *Sample: By June, I will have been studying for six months.*

1. Circle the best expression

Choose from Real Talk or persuading phrases.

1. ditch (the paper book)
2. lugging
3. hoopla
4. go with the flow
5. One of the advantages is
6. if you just give it a try

2. Complete the persuading sentence

Use phrases from the unit.

1. What's great about this is, you can download books in minutes.
2. One reason you should consider e-readers is they save space when you travel.
3. Look at it this way, a tablet is lighter than ten paper books.
4. I'm sure if you just give it a try, you'll find that it's convenient.
5. Trust me on this, the screen is easy to read.
6. Why not go with the flow and try reading on a device?

3. Persuade someone

Write short persuasive sentences.

1. Use One of the advantages is... *Sample: One of the advantages is you can adjust the font size.*
2. Use Look at it this way... *Sample: Look at it this way — you won't lug heavy books.*
3. Use Trust me on this... *Sample: Trust me on this — you'll love reading on a tablet.*

1. Circle the correct answer

About space tourism.

1. First space tourist paid about: \$2 million / **\$20 million** / \$200 million
2. First tourist was: **Dennis Tito** / Richard Branson / Lisa Ramirez
3. Virgin Galactic ticket price was steep at about: £10,000 / **£100,000** / £1 million
4. Japanese hotel would spin to simulate: **gravity** / orbit / biosphere
5. Hilton plans used: **solar** / wind / nuclear power
6. Space tourism is currently for: everyone / **the wealthy** / scientists only

2. Complete with a vocabulary word

Use: rigorous, reusable, lucrative, orbit, gravity, commonplace.

1. Dennis Tito completed eight months of **rigorous** training.
2. Companies are developing **reusable** launch vehicles to cut costs.
3. Space travel may become a **lucrative** industry in the future.
4. The hotel would **orbit** 279 miles above Earth.
5. The station spins to simulate **gravity**.
6. Impossible ideas often become **commonplace** over time.

3. Write about space tourism

Use facts from the reading.

1. Write one fact about the first space tourist. *Sample: Dennis Tito spent seven days on the ISS.*
2. Write one planned space hotel feature. *Sample: Shimizu plans a 64-room orbiting hotel.*
3. Write whether you would try space tourism and why. *Sample: I would if the price became affordable.*

English — Vision 2030 Essay

Name: _____

Date: _____

Mega Goal 3 · Unit 3: What Will They Think of Next? — Practice
personal essay structure about a 2030 development. — Teacher
copy

1. Circle a Vision 2030 pillar or theme

Choose the best answer.

1. **True**
2. **True**
3. **False**
4. **True**
5. **False**
6. **True**

2. Complete the essay structure phrase

Use introduction, body, conclusion vocabulary.

1. The introduction should describe the **change** you will discuss.
2. The body explains impact on you and on **society**.
3. The conclusion sums up and adds no new **information**.
4. By 2030, the Vision Program will have made great **progress**.
5. Take **notes** before you write the essay.
6. Use future forms such as will have + past **participle**.

3. Plan your essay

Write about a 2030 development.

1. Write one introduction sentence about a future change. *Sample: By 2030, online learning will have transformed education.*
2. Write one body sentence about impact on your life. *Sample: I will be able to study from home more easily.*
3. Write one concluding sentence. *Sample: This change will benefit both students and society.*

English — Simple Present & Past

Review

Name: _____

Date: _____

Mega Goal 3 · Unit 3: What Will They Think of Next? — Review
simple present questions and simple past forms. — Teacher copy

1. Circle the correct question form

Choose the correct question.

1. **What's** your last name?
2. Where **were** you born?
3. **Does** she have a laptop?
4. **Did** you live in Riyadh?
5. **When's** the festival?
6. **Who's** that tall man?

2. Complete with the past form

Use regular or irregular past verbs.

1. She **bought** tickets online yesterday.
2. They **met** at the space exhibition.
3. He **flew** to Riyadh last month.
4. We **saw** a documentary about Mars.
5. I **took** photos of the launch.
6. She **won** a science competition.

3. Write questions and answers

Use simple present or past.

1. Write one information question with Where. *Sample: Where was he born? He was born in Kuwait.*
2. Write one yes/no question in the simple past. *Sample: Did you visit the museum? Yes, I did.*
3. Write one sentence about space using a past verb. *Sample: We watched a rocket launch last year.*

1. Match the film to the clue

Circle: *Jurassic World*, *Lion King*, *Sonic*, *Bruce Lee*, *Beautiful Mind*.

1. **Jurassic World** / *Lion King* / *Sonic*
2. *Jurassic World* / **Lion King** / *Sonic*
3. *Jurassic World* / *Lion King* / **Sonic**
4. **Bruce Lee** / *Beautiful Mind* / *Lion King*
5. *Bruce Lee* / **Beautiful Mind** / *Sonic*
6. **Lion King** / *Jurassic World* / *Bruce Lee*

2. Complete with a vocabulary word

Use: *conspiracy*, *delusion*, *villain*, *captivate*, *animated*, *prestigious*.

1. Owen uncovers a **conspiracy** that threatens the planet.
2. John Nash suffers from **delusions** caused by illness.
3. Simba must defeat his evil **villain**.
4. Detective stories **captivate** viewers with mystery.
5. The *Lion King* is an **animated** film.
6. The Nobel Prize is a **prestigious** award.

3. Describe a film

Write about TV films.

1. Name one film from the lesson and its genre. *Sample: Sonic the Hedgehog is action-adventure comedy.*
2. Write one plot detail from that film. *Sample: Sonic causes a power outage in Green Hills.*
3. Say whether it is fictional or biographical. *Sample: A Beautiful Mind is biographical.*

1. Circle the correct conjunction pair

Choose the best pair.

1. **Both** my father **and** his boss were at the meeting.
2. **Either** Sonic **or** The Lion King is my favorite.
3. He is **not only** hardworking **but also** intelligent.
4. **Neither** my brothers **nor** my uncle **wants** to see it.
5. I liked the book, **yet** I hated the film.
6. The hall wasn't air-conditioned, **so** I demanded a refund.

2. Join the sentences

Use and, but, so, yet, or a paired conjunction.

1. I ordered the part online, **but** I can't find the confirmation.
2. **She loves documentaries, but her brother prefers comedies.**
3. **You can watch either Sonic or The Lion King.**
4. The hero is **not only** brave **but also** intelligent.
5. **Both** my sister **and** my brother like action films.
6. **Neither** he **nor** she will watch horror.

3. Write with conjunctions

Link ideas about films.

1. Write one sentence with both...and. *Sample: Both the book and the film were popular.*
2. Write one sentence with not only...but also. *Sample: The film is not only exciting but also funny.*
3. Write one sentence with but or yet. *Sample: I liked the hero, yet the ending was weak.*

1. Circle agree or disagree phrase

Choose the best response.

1. You loved the game; your friend hated it. I agree completely / **You must be joking**
2. **I couldn't agree more** / I see it differently
3. **You're absolutely right** / I don't agree
4. **I couldn't agree more** / I totally disagree
5. **hard to swallow** / a dime a dozen
6. **doze off** / just / captivate

2. Complete the response

Use agreeing or disagreeing phrases.

1. A: That was the best game ever! B: **You must be joking** — the team missed every easy shot.
2. A: Let's go to a restaurant next time. B: **I couldn't agree more!**
3. A: The plot was unrealistic. B: **I'm afraid I don't really agree**; I see it differently.
4. A: Those uniforms looked fake. B: **You're absolutely** right about that.
5. The idea that cows were treated as **a dime a dozen** was hard to accept.
6. By the end, Fahd started to **doze off** during the game.

3. Agree or disagree in writing

Write short exchanges.

1. Write one sentence agreeing with an opinion. *Sample: I agree completely — the acting was excellent.*
2. Write one sentence disagreeing politely. *Sample: I'm afraid I don't agree; the plot was too slow.*
3. Use one Real Talk expression about a film. *Sample: That twist was hard to swallow.*

English — Detective Story

Formula

Name: _____

Date: _____

Mega Goal 3 · Unit 4: The World of TV — Practice the formula
behind detective stories on TV. — Teacher copy

1. Circle hero, villain, or tool

Classify each element.

1. hero / **villain** / tool
2. hero / villain / **tool**
3. **hero** / villain / tool
4. hero / villain / **tool**
5. **hero** action / villain / tool
6. **formula** / genre / epic

2. Complete with a vocabulary word

Use: formula, intrigue, captivate, triumph, defect, formulaic.

1. Detective shows use a successful **formula** that viewers expect.
2. Mystery and **intrigue** keep audiences watching.
3. The hero always **triumphs** over the villain.
4. Villains may have physical **defects** such as a missing limb.
5. These stories **captivate** viewers until the case is solved.
6. Some critics say the plots are too **formulaic**.

3. Explain the formula

Write about detective stories.

1. Name two elements viewers expect in a detective story. *Sample: A puzzling plot and a dangerous villain.*
2. Describe one type of hero from the reading. *Sample: A gruff but efficient detective.*
3. Explain why predictability can still be appealing. *Sample: Viewers enjoy trying to solve clues first.*

1. Circle the genre

Match the description to a genre.

1. action / animation / Western
2. action / animation / horror
3. drama / horror / epic
4. coming-of-age / war / detective
5. coming-of-age / detective / comedy
6. science fiction / melodrama / Western

2. Complete the expository phrase

Use genre and formula vocabulary.

1. Genres are categories based on theme, setting, and characters.
2. A coming-of-age film focuses on a journey to adulthood.
3. Explain the formula behind your chosen film type.
4. Films may combine elements, so classification is not always easy.
5. Use an introduction that states the genre and its features.
6. The Lion King is a coming-of-age film.

3. Plan an expository paragraph

Write about a film genre.

1. Write one introduction sentence naming a genre. *Sample: Detective stories are one of the most popular TV genres.*
2. Write one sentence about a common formula element. *Sample: They usually include a clever hero and a villain.*
3. Write one example from a film you know. *Sample: For example, the hero always solves the case.*

English — Comparatives & Superlatives

Name: _____

Date: _____

Mega Goal 3 · Unit 4: The World of TV — Practice comparative and superlative adjectives. — Teacher copy

1. Circle the correct form

Choose comparative or superlative.

1. Detective stories are **more** popular than space films.
2. The Nobel Prize is the **most** prestigious award.
3. Goldfish are **smaller** than clownfish.
4. This film is **as** good as the original.
5. The **more** I practice, the **better** I become.
6. Mount Everest is the **tallest** mountain on Earth.

2. Complete with comparative or superlative

Use irregular forms where needed.

1. Health today is **better** than it used to be.
2. This sequel is **worse** than the first film.
3. Jupiter is **farther** from the Sun than Earth.
4. She is the **eldest** child in her family.
5. Pirates of the Caribbean is **the best** TV film by far.
6. Mercury is **smaller** than Earth.

3. Compare planets or films

Use comparatives or superlatives.

1. Write one sentence comparing two planets. *Sample: Mars is smaller than Earth.*
2. Write one sentence with the most or the least. *Sample: Jupiter has the most moons in the list.*
3. Write one sentence with the...the... *Sample: The more I watch documentaries, the more I learn.*

Mega Goal 3 · Unit 5: Do You Really Need It? — Practice
identifying techniques in sample advertisements. — Teacher
copy

1. Match the ad to the product

Circle: BMX-3000, Floral Essence, Dynex, Crystal Spring, Planet Mercury.

1. BMX / **Dynex** / Crystal
2. **Floral Essence** / Dynex / Planet Mercury
3. **Crystal** / BMX / Floral
4. **Planet Mercury** / BMX / Dynex
5. **BMX** / Crystal / Floral
6. **Crystal** / Dynex / BMX

2. Complete with a vocabulary word

Use: brand, promote, sophisticated, revolutionary, exclusive, consumer.

1. Advertisements **promote** products to **consumers**.
2. The car is as modern and **sophisticated** as you are.
3. The shampoo has an **exclusive** new formula.
4. Planet Mercury sneakers use **revolutionary** technology.
5. Dynex compares itself to the next leading **brand**.
6. Ads try to convince people to buy products. **(promote)**

3. Analyze an ad

Write about advertising.

1. Name one persuasion technique from an ad in the lesson. *Sample: Celebrity endorsement in the sneaker ad.*
2. Write one slogan or phrase from an ad. *Sample: Because you only live once.*
3. Say whether you would buy the product and why. *Sample: I would not buy the car — it is too expensive.*

1. Circle the clause type

Label: reason, purpose, condition, or place.

1. reason
2. purpose
3. condition
4. place
5. condition
6. purpose

2. Complete the adverb clause

Use because, unless, if, so that, or wherever.

1. Because the sale ends tomorrow, I'll shop today. / If the sale ends tomorrow, I'll shop today.
2. I won't buy it unless I really need it.
3. She saved money so that she could travel later.
4. Wherever he travels, he collects souvenirs.
5. If it rains, we'll stay home.
6. They went to the mall because of the big sale.

3. Write with adverb clauses

Create original sentences.

1. Write one sentence beginning with Because. *Sample: Because the price was low, I bought two shirts.*
2. Write one sentence with unless or if. *Sample: I won't order online unless the site is secure.*
3. Write one sentence with so that. *Sample: I set a budget so that I won't overspend.*

English — Advising Against Shopping

Name: _____

Date: _____

Mega Goal 3 · Unit 5: Do You Really Need It? — Practice
advising phrases and Real Talk from Farah and Amal. — Teacher
copy

1. Circle the best expression

Choose *advising* or *Real Talk*.

1. broke
2. blow (money)
3. max out
4. beat it
5. Are you sure you want to do that?
6. I wouldn't do that if I were you.

2. Complete the advice

Use *advising-against* phrases.

1. Are you sure you want to buy another sweater?
2. I don't think that's a good idea — you're already broke.
3. I wouldn't buy any more if I were you.
4. You should think carefully before you max out your card.
5. I'm afraid you're going to regret it if you spend more.
6. Let's beat it before you buy anything else.

3. Give advice in writing

Write about *shopping decisions*.

1. Advise a friend against an unwise purchase. *Sample: I wouldn't buy that if I were you — it's too expensive.*
2. Use You should think carefully before you... *Sample: You should think carefully before you use your credit card.*
3. Use one Real Talk expression. *Sample: Don't max out your card on clothes.*

1. Circle the correct number or fact

Based on the reading.

1. Average daily ad exposure: 40–60 / 400–600 / 4000–6000
2. By age 60, total exposure: 9–13 million / 9–13 billion / 900,000
3. True
4. True
5. True
6. True

2. Complete with a vocabulary word

Use: unconventional, imprint, outlandish, virtually, buzz marketing, expose.

1. It is virtually impossible to avoid ads all day.
2. Ads appear in unconventional places like doctor's offices.
3. A TV network imprinted its logo on millions of eggs.
4. Advertisers will invent even more outlandish forms.
5. Buzz marketing means hiring people to create excitement.
6. The average person is exposed to hundreds of ads daily.

3. Write about advertising everywhere

Use reading facts.

1. Give one example of an ad in an unexpected place. *Sample: Ads on pizza boxes or grocery carts.*
2. Explain one problem with buzz marketing. *Sample: People pretend to like products without saying they are paid.*
3. Write your opinion: are there too many ads? *Sample: Yes, because we see hundreds every day.*

1. Circle letter features

Choose correct persuasive elements.

1. **True**
2. **False**
3. **True**
4. **False** (inclusive view)
5. **True**
6. **True**

2. Complete the letter phrase

Use persuasive letter language.

1. Dear **Editor**, I am writing to give my opinion on...
2. In response to last week's **article**, I believe...
3. First of all, **advertising funds school resources** ... Moreover, ...
4. To **sum up**, I think ads in schools are positive/negative.
5. Each paragraph needs a **topic** sentence.
6. State clearly whether ads in schools are a good **idea**.

3. Plan a persuasive letter

Write about advertising in schools.

1. Write the opening sentence stating your opinion. *Sample: I believe advertising in schools is harmful to students.*
2. Write one reason with First of all or Moreover. *Sample: Moreover, children should focus on learning, not brands.*
3. Write a closing sentence with To sum up. *Sample: To sum up, schools should remain ad-free zones.*

English — Conditionals & Preferences

Name: _____

Date: _____

Mega Goal 3 · Unit 5: Do You Really Need It? — Practice
conditionals and I'd rather / I'd prefer. — Teacher copy

1. Circle the correct conditional

Choose present or future conditional.

1. If you drink spring water, you feel better.
2. If you drive the BMX, people will notice you.
3. If it rains, we won't go.
4. If you haven't worn Mercury sneakers, you may not be performing well.
5. I'd rather go shopping. I'd prefer to stay home.
6. If your clothes don't look their best, you won't feel your best.

2. Complete with would rather or would prefer

Choose the correct form.

1. A: Would you prefer to shop or stay home? B: I would rather stay home.
2. I would prefer to shop online than in crowded malls.
3. She would rather save money than buy another dress.
4. They would rather not max out their credit cards.
5. Neighborhood stores offer friendly service.
6. Luxurious malls provide entertainment and good discounts.

3. Write conditionals and preferences

Use if and would rather/prefer.

1. Write one present conditional about a product. *Sample: If you use this shampoo, your hair looks stronger.*
2. Write one future conditional. *Sample: If you shop today, you will get a discount.*
3. Write one sentence with I'd rather. *Sample: I'd rather save money than buy more clothes.*

1. Circle true or false

According to research in the lesson.

1. False
2. True
3. False
4. True
5. False
6. True

2. Complete with a vocabulary word

Use: stereotype, anxiety, temperament, tolerance, COMT, outlive.

1. The idea that women talk more is a common stereotype.
2. Women's brains produce less COMT, which controls anxiety.
3. Men have more restless temperaments.
4. Research shows lower pain tolerance for women after surgery.
5. Women outlive men by as much as ten years in some places.
6. Both men and women lie, but about different things.

3. Write about stereotypes

Use research facts.

1. Correct one stereotype using a research finding. *Sample: Men and women speak about 16,000 words a day.*
2. Explain one reason women may worry more. *Sample: Less COMT means less control of anxiety.*
3. Name one stereotype you want to research. *Sample: Whether boys are better at math than girls.*

1. Circle infinitive or gerund

Choose the form that fits the meaning.

1. He remembers **to send** a gift every year.
2. He remembers **sending** gifts last year.
3. We stopped **to watch** the sunset.
4. We stopped **watching** because it was cold.
5. I tried **to reach** them by phone.
6. I tried **reaching** them by email.

2. Complete the sentence

Use infinitive, gerund, or passive form.

1. Everybody wants **to be respected** by others.
2. **Being asked** to settle an argument can be awkward.
3. I regret **to tell** you the bad news.
4. I regret **telling** you my secret.
5. She isn't good at **playing** sport.
6. John doesn't get frustrated easily, but Sam **does**.

3. Write with infinitives and gerunds

Show meaning differences.

1. Write one sentence with remember + infinitive. *Sample: Remember to call your grandmother tonight.*
2. Write one sentence with stop + gerund. *Sample: We stopped talking when the teacher entered.*
3. Write one sentence with try + infinitive. *Sample: I tried to finish the homework before dinner.*

1. Circle the best phrase

Choose asking or giving directions.

1. **You can say that again** / Am I headed in the right direction?
2. **I'm looking for** Lakeside Drive.
3. **giving** directions
4. **giving** directions
5. **for ages**
6. **make a big deal about** it

2. Complete the direction

Use phrases from the unit.

1. **Go** straight on for two miles.
2. Take the first left **after** the ice-cream shop.
3. If you see Town Hall, you've **gone** too far.
4. When you get to the gas station, you'll **see** a map.
5. Can you tell me how to **get** to Riverside Drive?
6. There is no Lakeside Drive — you mean **Riverside** Drive.

3. Write directions

Give directions to a place.

1. Write one sentence asking for directions. *Sample: Can you tell me how to get to the library?*
2. Write two steps giving directions. *Sample: Go straight until the traffic lights, then turn right.*
3. Write one sentence using If you see... you've gone too far. *Sample: If you see the park, you've gone too far.*

1. Circle men or women (general trends from reading)

Based on the passage.

1. men / women
2. men / women
3. men / women
4. men / women
5. men / women
6. men / women

2. Complete with a vocabulary word

Use: verbal, non-verbal, intimate, convey, frustrating, balance.

1. Women often use communication to build intimate relationships.
2. Men may convey facts and demonstrate knowledge.
3. Janet found Derek's advice frustrating.
4. Differences can help maintain balance in communication.
5. Language is our primary verbal means of communication.
6. Gestures are part of non-verbal communication.

3. Compare communication

Write about styles.

1. Write one difference between how men and women may use talk. *Sample: Women may explore problems; men may try to fix them.*
2. Write one example of bonding without much talking. *Sample: A father and son repair a car together.*
3. Explain why differences can be positive. *Sample: Different styles bring balance and richer communication.*

1. Circle verbal or non-verbal

Classify each example.

1. verbal
2. non-verbal
3. non-verbal
4. True
5. non-verbal
6. True

2. Complete the comparative essay phrase

Use *although*, *while*, *both*, *culture-specific*.

1. Although they come from different cultures, they share some traits.
2. While Erik is calm, Janek is more outgoing.
3. Both of them are not typical national stereotypes.
4. Give examples of culture-specific and shared features.
5. Language is primary, but not the only means.
6. Use a clear thesis comparing two people or groups.

3. Plan a comparative paragraph

Compare two communicators.

1. Write one sentence introducing two people you will compare. *Sample: My two friends communicate in very different ways.*
2. Write one contrast using *while* or *although*. *Sample: Although both are friendly, one talks more about feelings.*
3. Write one similarity using *both*. *Sample: Both of them listen carefully when it matters.*

English — Present Perfect

Progressive

Name: _____

Date: _____

Mega Goal 3 · Unit 6: The Gender Divide — Practice present perfect progressive vs simple and hobbies vocabulary. — Teacher copy

1. Circle progressive or simple

Choose the correct present perfect form.

1. How long have you **been discussing** stereotypes?
2. How many times have you **discussed** this issue?
3. Saeed **has driven** 400 miles.
4. Saeed **has been driving** since early morning.
5. My phone **has been ringing** all night.
6. Who **has been eating** the cakes?

2. Complete with present perfect or progressive

Use for, since, or all day where needed.

1. They **have decided** that women talk about feelings more.
2. I **have been waiting** for a taxi for twenty minutes.
3. She **has been reading** science fiction since she was twelve.
4. He **has collected** stamps for five years. / **has been collecting**
5. I'm fascinated by **reading** traditional stories.
6. I'm interested in **joining** a book club.

3. Write about hobbies and duration

Use present perfect forms.

1. Write one sentence with have been + -ing about a hobby. *Sample: I have been playing football for three years.*
2. Write one sentence with have + past participle about how many times. *Sample: I have read five novels this month.*
3. Write one sentence with adjective + preposition + gerund. *Sample: I'm good at swimming.*