

تم تحميل هذا الملف من موقع المناهج البحرينية



## حل كتاب الطالب

موقع المناهج ← المناهج البحرينية ← الصف الثاني الثانوي ← لغة انجليزية ← الفصل الأول ← حلول ← الملف

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المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف الثاني الثانوي



صفحة المناهج  
البحرينية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

## المزيد من الملفات بحسب الصف الثاني الثانوي والمادة لغة انجليزية في الفصل الأول

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## UNIT 1 ANSWER KEY

### Unit 1 (p. 3)

1. Answers will vary. Possible answer: The robot is like a human because it has a “body” with a head, arms, legs, and torso. It can also jump like a human. It’s different because it can’t express emotions like a human.

2. *Students’ own answers.*

### Lesson 1

#### A (p. 4)

- valid
- artificial
- content
- turn out
- resemble
- knowledge
- concerned
- lack
- distinguish
- capable of

#### B (p. 4)

*Students’ own answers.*

#### C (p. 4)

- artificial being
- useful tasks
- dangerous work
- computer programme
- positive thing

#### D (p. 4)

Answers will vary. Possible answers:

- about 100
- help farmers grow food
- dogs, fish, birds
- They work more quickly and make fewer mistakes
- write nonfiction articles or creative stories

### REFLECT (p. 5)

*Students’ own answers.*

### Lesson 2

#### A (p. 6)

- specialises in
- growth
- revolutionised
- characteristic(s)
- contribution
- phenomenon
- detect
- curious
- draw conclusions
- breakthrough

#### B (p. 6)

*Students’ own answers.*

#### C (p. 6)

- a little
- curious
- technology
- yes (for the most part)
- people not having enough food

#### D (p. 7)

for me  
I’d say

### REFLECT (p. 7)

*Students’ own answers.*

### Lesson 3

#### A (p. 8)

- invention/device
- dramatically
- demonstration
- bet
- commonplace
- envision
- impractical
- device/invention
- inspire
- congratulate

#### B (p. 8)

In the 2000s

#### C (p. 9)

- e (Note that the date appears on the video; it isn’t spoken)
- f
- a
- b
- d
- c

#### D (p. 9)

- a
- b
- a
- b
- b
- a

### REFLECT (p. 9)

*Students’ own answers.*

### Lesson 4

#### A (p. 10)

- Present
- Past
- Past
- Present

#### B (p. 10)

- would have
- hadn’t had
- hadn’t made
- would’ve chosen
- had asked

#### C (p. 11)

- had; would have chosen/would’ve chosen/would have chose
- would’ve studied/would have studied; had known/d known
- hadn’t been/had not been/d not been; would have studied/would’ve studied/could have studied/could’ve studied/might have studied/might’ve studied
- had discovered/d discovered; could have used/could’ve used/might have used/might’ve used/would have used/would’ve used
- would have solved/would’ve solved; could have solved/could’ve solved/might have solved/might’ve solved; had found/d found
- had been/d been; would have asked/would’ve asked/could have asked/could’ve asked

#### D (p. 11)

*Students’ own answers.*

### REFLECT (p. 11)

*Students’ own answers.*

## Lesson 5

A (p. 12)

1. 72% 2. 86% 3. problems 4. positive

B (p. 12)

- artificial intelligence, machine learning
- astrobiology, life on other planets
- medicine, vaccine

C (p. 13)

- T
- T
- NG
- F; The speaker says machines can use data to predict weather events.
- T
- F; The new telescope means scientists can examine the characteristics of planets in other solar systems.
- F; The speaker is doubtful we will find a universal vaccine soon because viruses are so different from each other.
- NG

D (p. 13)

- 1 and 4

**REFLECT** (p. 13)

*Students' own answers.*

## Lesson 6

A (p. 14)

- inevitable 2. complex 3. direct 4. vast
- consequence 6. optimistic 7. prospect
- responsibility 9. wisdom 10. resource

B (p. 14)

Answers will vary. Correct answers:

Positive: AI For A Better Tomorrow

Negative: A Robot Future? Not So Fast!

C (p. 14)

1. B; 2. N; 3. B; 4. R

D (p. 14)

- Article 1: paragraph 3 2. Article 1: paragraph 2
- Article 2: paragraph 1 4. Article 2: paragraph 2
- Article 1: paragraph 4

**REFLECT** (p. 14)

*Students' own answers.*

## Lesson 7

A (p. 16)

*Students' own answers.*

B (p. 17)

**Introductory Statement:** Robots: From Fiction to Fact; homes.

**First main point:** a play; Animal-like; design more useful robots

**Supporting details:** bees and dolphins

**Second main point:** work

**Supporting details:** clean homes, make food, and drive cars

**Third main point:** more advanced

**Supporting details:** write almost as well as people

**Concluding Sentence:** bots; robots; importance; society

D (p. 17)

*Students' own answers.*

## Lesson 8

A (p. 18)

*Students' own answers.*

B (p. 18)

- how they might change the world
- that robots began as an idea in a play by Karel Čapek
- that early bots were not very advanced
- that bots and robots will become even more important in the future
- whether this will be good or bad for society

C (p. 18)

- why; 2. how/where; 3. that; 4. when;
- whether; 6. What

D (p. 19)

- Assuming that robots can address every human issue is misguided.
- Whatever you decide will be fine with me.
- What she said about the project was really interesting.
- She can explain why the experiment failed.
- We are curious how she learned so many languages.
- The teacher asked if everyone had completed the assignment.

E (p. 19)

The video *Rise of the Robobees* describes how <sup>1</sup>**are** Robert Wood and his team are developing robots based on animals. They are currently working on robobees. Wood says <sup>2</sup>**what that** these tiny robots could be useful in many ways, such as exploring dangerous places or helping with agriculture. The team tests their robots many times, and Wood explains <sup>3</sup>**who that/why** these tests often go wrong. However, every failure helps them move closer to success. Wood and his team have also developed a robot that can run faster than Usain Bolt. Wood describes how <sup>4</sup>**can** this robot **can** climb on different kinds of material. At the end of the video, Wood talks about creating robots that can interact gently with people. Wood is excited because he believes <sup>5</sup>**when that** robots will affect people's lives in positive ways soon.

## Lesson 9

Students' own answers.

## Lesson 10

A (p. 22)

- artificial
- content
- concerned
- resemble
- knowledge
- lack
- valid
- capable of
- turn out
- distinguish

B (p. 22)

- had saved; could have/could've/ would have/would've/ might have/ might've bought
- would/could/might not have made; had not/hadn't thought
- had decided; would/could/might you have studied
- would/might not have bought; I had known
- would not have known; had listened

C (p. 23)

- what's wrong;
- that it might be dangerous;
- what I must do;
- that it could be joking;
- why you would say that;
- where I can hide

D (p. 23)

- main
- original
- shorter
- different
- ideas
- opinion

E (p. 23)

Students' own answers.

F (p. 23)

Students' own answers.

## UNIT 2 ANSWER KEY

Unit 2 (p. 25)

Students' own answers.

### Lesson 1

A (p. 26)

- generate
- feature
- advance
- decade
- equivalent
- innovation
- ban
- take into account
- progress
- principle

B (p. 26)

b and c

C (p. 26)

- b;
- a;
- c;
- d

D (p. 26)

- inventions;
- plastic;
- eight million tons of plastic;
- air conditioners make life much more comfortable;
- air conditioners need a lot of power to run;
- freon;
- the environment

**REFLECT** (p. 27)

Students' own answers.

## Lesson 2

A (p. 28)

- recycle
- packaging
- Invest in
- addicted to
- material
- waste
- conscious of
- is worth/s worth
- urgent
- consumers

B (p. 28)

a

C (p. 28)

- careless
- once
- recycled
- worth
- governments/government

D (p. 29)

- 50%/50 percent
- 60%/60 percent
- 400 to 500/four (hundred) to five hundred
- Half/50%/50 percent
- (late) 1950s
- 8.3 billion tons
- 6.3 billion tons
- 9%/9 percent
- Most
- 10%/10 percent
- air we breathe

**REFLECT** (p. 29)

Students' own answers.

## Lesson 3

A (p. 30)

- manufacturer
- make up
- by-product
- trial
- stuff
- melt
- estimate
- long-lasting
- concept
- alternative

B (p. 30)

Students' own answers.

C (p. 30)

Answers will vary. Possible answers:

- Roads are usually made of concrete or asphalt (concrete with bitumen added for flexibility). Common machines used are those to dig the road area (excavators), to mix the surface materials (mixing plant), and to flatten the new surface (compactor/roller).
- It affects the environment by destroying natural areas and animal habitats and polluting the air (directly through the paving process and indirectly through increased vehicle use).

D (p. 31)

Students' own answers.

E (p. 31)

Benefits	Possible risks
<ul style="list-style-type: none"> <li>- Partly made from recycled materials</li> <li>- Longer-lasting</li> <li>- Stronger</li> <li>- Good for businesses who want to help the environment</li> <li>- Could save councils (governments) money in the long run</li> </ul>	<ul style="list-style-type: none"> <li>- Maybe not very environmentally friendly</li> <li>- Possible contamination of the plastics being recycled</li> <li>- Maybe the roads can't be recycled themselves</li> </ul>

F (p. 31)

1. landfill 2. 0.5 3. 6 4. trial 5. recycle 6. 50, bags

REFLECT (p. 31)

Students' own answers.

#### Lesson 4

A (p. 32)

1. Plastic can be used to make many things: clothes, containers, and building materials.
2. We use plastic carelessly; half of it becomes waste in less than a year.
3. Some plastic waste has been burned, but most of it has been put into landfills.
4. In the past, we sent plastic for recycling to other countries, believing it would be turned into new products.
5. Many countries no longer want the rest of the world's plastic waste. They have enough of their own.
6. The problem of waste can't be solved by consumers on their own. Governments and industry must invest in ways to recycle more.

B (p. 32)

1. The first plastic was invented
2. both possible
3. plastic provided a cheap alternative to traditional materials
4. both possible
5. The slogan *reduce, reuse, recycle* was created
6. both possible

C (p. 33)

1. Natural environments are protected by participating in clean-up events.
2. Community-wide efforts to reduce plastic waste have always been promoted by our school.
3. Plastic waste can be reduced by using cloth bags instead of plastic ones when shopping.
4. The amount of plastic waste will be minimised by recycling plastic bottles and containers in all cities.

D (p. 33)

Answers will vary. Possible answers:

1. Supermarkets could do a lot more to reduce waste./A lot more could be done by supermarkets to reduce waste.
2. Governments could pay people to recycle./People could be paid to recycle.

3. Stores could not offer plastic bags./Plastic bags could not be offered by stores.

4. The government could make public announcements./Public announcements could be made (by the government).

REFLECT (p. 33)

Students' own answers.

#### Lesson 5

A (p. 34)

Students' own answers.

B (p. 34)

3

C (p. 34)

	Is mostly plastic	Contains some plastic	Possibly contains plastic	Contains no plastic
Breakfast cereal packaging		✓		
Mobile phone	✓			
Jeans			✓	

D (p. 35)

1. probably 2. I imagine 3. It could be

E (p. 35)

Students' own answers.

REFLECT (p. 35)

Students' own answers.

#### Lesson 6

A (p. 36)

Students' own answers.

B (p. 36)

Answers will vary. Correct answer: The text discusses both problems and solutions.

C (p. 36)

1. environmental issues; 2. Renewable energy;
3. efficient approaches; 4. climate change;
5. two steps

D (p. 36)

1. energy, bricks; 2. fuel, air/atmosphere;
3. machine, plastic/waste, fish/creatures

REFLECT (p. 37)

Students' own answers.

## Lesson 7

### A (p. 38)

plastic waste looks unattractive. In addition, small bits of plastic can get into the bodies of fish, birds, and animals and make them sick.

### B (p. 39)

**Title:** Solutions to the Problem of Plastic Waste

**Introduction:** eight million tons of plastic; small bits of plastic can get into their bodies and make them sick; solving the plastic waste issue.

**Paragraph 1:** follow the "Three Rs."; reduce, reuse, recycle

**Paragraph 2:** make products from other materials; stop using plastic to wrap; many things have excess plastic packaging, so this would reduce plastic waste.

**Paragraph 3:** use less plastic; be banned; be raised

**Conclusion:** is not undefeatable; individuals, businesses, policymakers; each of us to take part in fostering a sustainable future

### C (p. 39)

Answers will vary.

Examples: introduction, paragraphs 1, 2, 3

Facts: introduction, conclusion

Opinions: introduction, paragraphs 1, 2, 3, conclusion

Solutions: paragraphs 1, 2, 3

### D (p. 39)

*Students' own answers.*

## Lesson 8

### A (p. 40)

1. it (plastic)
2. This (trees removing CO2 from the air)

### B (p. 40)

1. plastic waste
2. people
3. things
4. shopping bags
5. individuals, businesses and policymakers

### C (p. 41)

Answers will vary. Possible answers:

1. it;
2. these things/they;
3. them, them;
4. This work/It

### D (p. 41)

Answers will vary. Possible answers:

1. She; this goal/this.
2. them/these devices/these things/this technology
3. It

## Lesson 9

*Students' own answers.*

## Lesson 10

### A (p. 44)

1. features
2. have banned
3. advances
4. principle, take into account
5. decade
6. equivalent
7. generates
8. innovation
9. progress

### B (p. 44)

1. can be recycled
2. use
3. were made
4. became
5. was created

### C (p. 44)

There are many reasons why the clothing industry is not environmentally friendly. First, this industry uses a lot of water and chemicals to make clothes. <sup>1</sup>**This These** chemicals can lead to a lot of water pollution. Using and polluting water are bad because people and animals need <sup>2</sup>**them it**, too. Another reason is that the clothing industry uses a lot of power to make clothes. <sup>3</sup>**These This** causes a lot of CO2 to enter the atmosphere, which can make the climate crisis worse. Finally, many clothes are made from a kind of plastic. When people wash or throw <sup>4</sup>**they them** away, this plastic can get into the environment where <sup>5</sup>**they it** can hurt people and animals.

### D (p. 45)

*Students' own answers.*

### E (p. 45)

*Students' own answers.*

### F (p. 45)

*Students' own answers.*

## UNIT 3 ANSWER KEY

### Unit 3 (p. 47)

*Students' own answers.*

### A (p. 48)

1. trustworthy;
2. fake;
3. satisfied;
4. review;
5. competitors;
6. goods;
7. pressure;
8. majority;
9. services;
10. in the long term

### B (p. 48)

Answers will vary. Possible answer:

The oil tanks are decorated as a way of making them more attractive.

### C (p. 48)

the long term

### D (p. 48)

1. 2; about 90%
2. 3; 90%
3. 2; (almost) 15%
4. 4; Nature-Plus
5. 4; (around) 9 in 10

### E (p. 48)

1. paragraph 2, at the end of the paragraph
2. paragraph 2, before "One consumer organisation claims . . ."
3. paragraph 3, before "Because lower prices mean . . ."

**REFLECT** (p. 49)*Students' own answers.***Lesson 2****A** (p. 50)

Suggested answers:

**business model** (n phr): a company's plan for making money, including identifying products, customers, money sources, and expenses**customer loyalty** (n phr): a customer's consistent buying from a company based on positive experiences**financially sustainable** (adj phr): having enough money now and in the future to operate without increasing debt**have a mission** (v phr): to have an important goal or purpose along with a strong commitment to achieve or do something**job prospect** (n phr): the possibility of getting a job **make a****profit** (v phr): to make money from a business**market rate** (n phr): the usual price for something**raise awareness** (v phr): to make others aware of or help them gain knowledge of something**run a business** (v phr): to operate a business/company**volunteer work** (n phr): the act of giving your time and labour for free**B** (p. 50)

3

**C** (p. 51)1. business 2. social 3. financially  
4. donations 5. volunteer**D** (p. 51)1. raise awareness (of a particular issue)  
2. give work to people with limited job prospects  
3. benefit a local community  
4. support poor or disadvantaged people around the world**E** (p. 51)1. art 2. model 3. elephant 4. awareness  
5. employment 6. hard time 7. prisoners  
8. repair shop 9. local 10. volunteers  
11. transportation 12. customer 13. child**F** (p. 51)*Students' own answers.***REFLECT** (p. 51)*Students' own answers.***Lesson 3****A** (p. 52)

1. b 2. b 3. a 4. a 5. b 6. a 7. a 8. a 9. b 10. b

**B** (p. 52)*Students' own answers.***C** (p. 52)

Answers will vary. Possible answers:

1. affordable glasses and eye checks
2. local people, often women; "Vision Entrepreneurs"
3. by selling affordable glasses (not donating them)

**D** (p. 53)

Note: that the answers to numbers 4 and 5 are on-screen only.

1. d 2. a 3. e 4. b 5. c

**REFLECT** (p. 53)*Students' own answers.***Lesson 4****A** (p. 54)

many; a lot; fully; a few; a number; both; very little; not much; several.

*Students' own answers.***B** (p. 54)

These days, many young entrepreneurs (*PC*) prefer to start social enterprises rather than regular companies. This is because they want to offer some help (*NC*) to others in society. Making a lot of money (*NC*) is less important to them. So, we find that most social enterprises (*PC*) are not-for-profit companies. That means they don't have any shareholders (*PC*) to pay, who only make money when the business makes money.

**C** (p. 55)

1. All 2. Some 3. Many 4. a lot of 5. many

**D** (p. 55)1. a lot of 2. Many/Several 3. plenty of  
4. Some/A few 5. Much 6. Each/Every  
7. a number of/several 8. Every 9. a great deal of  
10. Most**REFLECT** (p. 55)*Students' own answers.***Lesson 5****A** (p. 56)1. brand 2. particular 3. sustainable 4. user-friendly  
5. goods 6. services 7. familiar 8. attachment  
9. mission 10. product**B** (p. 56)

Answers will vary. Possible answer: customers

**C** (p. 57)

3

**D** (p. 57)

1, 3, 4, 7

E (p. 57)

I used to think that . . . , but nowadays . . .

F (p. 57)

Students' own answers.

**REFLECT** (p. 57)

Students' own answers.

### Lesson 6

A (p. 58)

Students' own answers.

B (p. 58)

1. a; 2. b; 3. c

C (p. 58)

1. a; 2. b; 3. b; 4. a

D (p. 58)

1. T; 2. T; 3. F (A study showed that about two-thirds of people 66 percent of us felt goods had gone down in quality); 4. T; 5. F (The period of a typical no-buy challenge can be anything between a week, a month, a year, or even longer)

**REFLECT** (p. 59)

Students' own answers.

### Lesson 7

A (p. 60)

1. product; 2. positive

B (p. 61)

**Introduction:**

**The product or service: what?** trainers

**Background information: when/where/why?** I needed new trainers, the price was low, and there was only one pair left in my size

**Overall view:** feeling glad I made that decision

**Explain how you know about the product or service:** saw them while shopping online

**Paragraph 1:**

light; weigh less/half as much as old trainers  
better for the environment; can be recycled/made using a "cradle-to-cradle design process"

good price/cheap; expensive

**Paragraph 2:**

not stylish; bright, colourful  
shoes wrapped in plastic; supposed to be good for the planet

**Conclusion:**

**Your overall opinion:** great

**Your recommendation:** definitely recommended

C (p. 61)

Students' own answers.

### Lesson 8

A (p. 62)

Answers will vary. Possible answers:

1. better for the environment than other shoes;
2. as cheap as; 3. more frustrating

B (p. 63)

1. more quickly than; 2. the most expensive;
3. as pretty as; 4. more efficient

C (p. 63)

Answers will vary. Possible answers:

1. Vegetables are healthier than meat.
2. The most special gift I have ever received is a handmade sweater.
3. My brother is much more organised than me.
4. Doing laundry is my least favourite activity.
5. My mobile phone is as fast as my computer.

D (p. 63)

I wanted to save money because I spent <sup>1</sup>**the more** than I planned at the end of last year. So I decided to do a no-buy challenge for two weeks. I allowed myself to buy fruit and vegetables only. I told some friends about my plan, and they decided to do it, too. On the whole, the experience was better <sup>2</sup>**than** I expected. The first few days were the <sup>3</sup>**most** hardest because my habit was to go shopping every day. The next few days were <sup>4</sup>**as** not as difficult (**optional: as the first few were**), and after a week it became much easier. In fact, I had more free time than before, so my life was actually <sup>5</sup>**the best-better** than it used to be. I saved money too, but less than I was expecting. Still, it was a very good experience. Most of my friends felt that the experience was as positive as I did, and several of us have decided to continue our no-buy challenges for <sup>6</sup>**more** longer.

### Lesson 9

Students' own answers.

### Lesson 10

A (p. 66)

1. review 2. satisfied 3. trustworthy 4. fake
5. goods, services 6. fix 7. incentive 8. paradise
9. decline

B (p. 66)

1. some 2. no 3. For every 4. A few 5. A great deal of

C (p. 66)

1. more 2. less 3. best 4. worst 5. as

D (p. 67)

1. T
2. F – up to six paragraphs
3. T
4. F – up to six paragraphs; paragraph 2 lists up to three weaknesses (bad points) of the product or service and supporting details or examples
5. T

**E** (p. 67)  
*Students' own answers.*

**F** (p. 67)  
*Students' own answers.*

## UNIT 4 ANSWER KEY

**Unit 4** (p. 69)  
*Students' own answers*

### Lesson 1

**A** (p. 70)  
1. outgoing 2. reserved 3. persist 4. recharge  
5. desire 6. qualities 7. inaccurate 8. comfortable  
9. label 10. energetic

**B** (p. 70)  
P2: a; P3: a; P4: b; P5: b; P6: a

**C** (p. 70)  
1. F; 2. T; 3. F; 4. T; 5. NG

**D** (p. 70)  
1. so; 2. during; 3. after; 4. Because

**REFLECT** (p. 71)  
*Students' own answers.*

### Lesson 2

**A** (p. 72)  
1. h 2. i 3. c 4. b 5. j 6. f 7. d 8. g 9. a 10. e

**B** (p. 73)  
*Students' own answers.*

**C** (p. 73)  
Answers will vary. Possible answer:  
1. The men probably feel sad and disappointed because they just lost a rugby game during the 2020 Olympics in Tokyo, Japan.  
2. Answers will vary.

**D** (p. 73)  
1. Answers will vary. Possible answer: He's a science journalist who published a book called Emotional Intelligence.  
2. Answers will vary. Possible answer: build more successful relationships (both at work and in your personal life) and progress in your career  
3. a. 2; b. 5; c. 3; d. 1; e. 4

**E** (p. 73)  
1. they can't/no  
2. disappointment/bad decision/regret  
3. a reward/money/a promotion  
4. everything OK  
5. do business

**REFLECT** (p. 73)  
*Students' own answers.*

### Lesson 3

**A** (p. 74)  
1. objective 2. handle 3. acknowledge 4. frustrated  
5. genuinely 6. work through 7. confused  
8. appropriately 9. overwhelmed 10. expression

**B** (p. 74)  
*Students' own answers.*

**C** (p. 74)  
1. realistic 2. allow them to come and go  
3. listening and asking questions 4. recognise  
5. facial expressions

**D** (p. 75)  
1. loads to do 2. extra sleep 3. Confused 4. saying  
5. Depressed 6. job 7. negative 8. Frustrated  
9. his suggestions/his ideas/him

**REFLECT** (p. 75)  
*Students' own answers.*

### Lesson 4

**A** (p. 76)  
1. Consequently, 2. Then 3. Obviously,  
4. In contrast, 5. Instead, 6. Indeed, 7. so

**B** (p. 77)  
1. listen to what they say  
2. he/she should be a good listener  
3. we can learn not to act on them  
4. there can be misunderstandings  
5. you should control them in public  
6. it's very important in business

**C** (p. 77)  
Answers will vary. Possible answers:  
1. Obviously, Liam has some self-awareness because he knew he was too busy to help his colleague. However, he did not display very good self-regulation when he got angry or social skills in dealing with his colleague's initial request.  
2. Gary did not display very good self-regulation, empathy, or social skills.  
3. Liam should try to see the request from Gary's perspective. Following that, he should also control his anger and the response to his anger. Gary should recognise how busy Liam is and respond to that rather than to the words Liam uses. Gary should also recognise that the project is his responsibility, and Liam did not have to help.  
4. Answers will vary.

**REFLECT** (p. 77)  
*Students' own answers.*

## Lesson 5

A (p. 78)

1. reaction
2. weakness
3. bottle up
4. adolescence
5. fly off the handle

B (p. 78)

3

C (p. 79)

2

D (p. 79)

Speaker 1: Some people disapprove of showing your emotions; Teenagers experience many different feelings.  
Speaker 2: Not showing your emotions is bad for you; It's not always a good idea to show your feelings at work.

E (p. 79)

That's an interesting question; My first reaction is . . . ; But then again, . . .

F (p. 79)

*Students' own answers.*

**REFLECT** (p. 79)

*Students' own answers.*

## Lesson 6

A (p. 80)

*Students' own answers.*

B (p. 80)

*Students' own answers.*

C (p. 80)

- a. 5 b. (extra) c. 3 d. 2 e. 5 f. 1

D (p. 80)

1. b; 2. a; 3. c; 4. d

**REFLECT** (p. 81)

*Students' own answers.*

## Lesson 7

A (p. 82)

Main idea is:

The writer's two experiences of going to secondary school and college had some important differences that helped him understand himself.

B (p. 83)

Suggested answers:

Similarities: hold special position in our hearts; play crucial roles in shaping future; structured curriculum, variety of subjects; broad knowledge base; encourage social interaction; extra curricular activities; develop interpersonal skills; explore interests beyond the classroom.

Differences: secondary school: more rigid schedule; stricter oversight; teachers monitor progress more closely; textbook-based approach; develop general knowledge and skills.  
college: greater autonomy; students responsible for managing time and learning; more learner-focussed teaching style; extensive research and self-study.

C (p. 83)

**Title:** Two Different Experiences

**Thesis statement:** Although secondary school and college may look similar in many ways, they do offer completely different experiences.

**(Similarities) Topic sentence:** both secondary school and college play crucial roles in shaping a person's future.

**Similarity 1:** They provide a structured curriculum that includes a variety of subjects.

**Similarity 2:** Both encourage social interaction and extracurricular activities.

**Similarity 3:** ... students... develop interpersonal skills and explore interests beyond the classroom.

**(Differences) Topic sentence:** pronounced differences between secondary school and college

**Difference 1:** Secondary school typically has a more rigid schedule and stricter oversight.

**Difference 2:** The college teaching style tends to be more learner-focused.

**Difference 3:** College tends to focus on developing general knowledge and skills.

**Summarise the main similarities and differences:** While secondary school and college share the common goal of educating students, they differ in their approach to teaching, level of independence granted to students, and overall learning atmosphere.

**Make a final comment:** Recognising these similarities and differences can help students transition smoothly from one stage to the next and make the most of their educational experiences.

D (p. 83)

*Students' own answers.*

## Lesson 8

A (p. 84)

They are compare-and-contrast connectors.

B (p. 84)

Connectors that compare (show similarity): too, similarly, likewise

Connectors that contrast (show difference): but, although, even though, whereas, while, in contrast, however

C (p. 84)

1. In contrast 2. too 3. On the other hand  
4. However 5. but

D (p. 85)

1. In a similar way/Likewise 2. but 3. However  
4. Likewise/In a similar way

E (p. 85)

Students' own answers.

F (p. 85)

Answers will vary. Possible answers:

I find it interesting that everybody has a different personality.

The other members of my family are strong introverts.

They are usually quiet and are happy spending time alone,

**in contrast but** they are also comfortable talking to people they don't know. Most of the time, my behaviour is introverted, **likewise too**. But sometimes I enjoy activities that my family doesn't find comfortable, so I probably have an ambivert personality. For example, I like socialising with large groups of people. Similarly<sup>3</sup>, I can be very outgoing sometimes. It seems that my personality is similar to the personalities of other members of my family<sup>4</sup>. **Although**

**although** I might be a little more of an extrovert.

### Lesson 9

Students' own answers.

### Lesson 10

A (p. 88)

1. outgoing
2. Reserved
3. persists
4. desire
5. inaccurate
6. donate
7. simplify
8. sympathy
9. donors
10. empowering

B (p. 88)

1. so
2. during
3. As a result,
4. after
5. Because

C (p. 88)

1. Kate is shy, although she is very popular. / Although Kate is shy, she is very popular.
2. I was tired but I couldn't sleep.
3. John didn't feel comfortable at the event, he knew everyone there.
4. I enjoy being in crowded places, while my sister prefers places with few people.
5. I really enjoyed my first experience abroad. Similarly, I loved the second time I travelled to another country.

D (p. 89)

Students' own answers.

E (p. 89)

Students' own answers.

F (p. 89)

Students' own answers.

## UNIT 5 ANSWER KEY

Unit 5 (p. 91)

1. *Answers will vary. Possible answer:* Helping to restore something that played an important role locally is a way of helping the world. Helping people understand nature is also an important part of helping the world.
2. *Answers will vary.*

### Lesson 1

A (p. 92)

1. d
2. c
3. e
4. h
5. f
6. g
7. j
8. i
9. a
10. b

B (p. 92)

big impact

C (p. 92)

in the reading only: 1, 4, 6

in the infographic only: 2, 3, 5, 7, 8, 9

in the reading and infographic: none

REFLECT (p. 92)

Students' own answers.

### Lesson 2

A (p. 94)

1. i
2. h
3. g
4. a
5. d
6. c
7. e
8. f
9. j
10. b

B (p. 94)

1. concerned
2. intimidating
3. resource
4. broaden
5. make the most of
6. concentration
7. campus
8. stress
9. outgoing
10. get involved in

C (p. 94)

*Answers will vary. Possible answers:* Give practical advice; make them feel welcome; suggest they try new things.

D (p. 95)

*Answers will vary. Possible answer:* Hassan says that new students should avoid stress by getting to things on time, and that they shouldn't spend all their time studying. They should get involved in different activities in order to make friends and learn more about themselves, and they should never be scared to ask questions or approach people socially.

E (p. 95)

1. NG
2. T
3. T
4. F
5. T

F (p. 95)

Students' own answers.

REFLECT (p. 95)

Students' own answers.

### Lesson 3

A (p. 96)

1. state
2. truth
3. hard-working
4. emerge
5. bias
6. formal
7. quit
8. individual
9. disciple
10. academic

B (p. 97)

*Answers will vary. Possible answers:*

1. Her expression changes—she smiles. Raghava KK wears an EG headset that measures his brainwaves and communicates his mental state to a computer. The computer changes the art based on how he's feeling. He calms down to get Mona Lisa 2.0 to smile.
2. The viewer does not just look at the art—he or she is a co-creator of the art.

**C** (p. 97)

a. 2; b. 3; c. 4; d. 1

**D** (p. 97)

2, 4, 5

**E** (p. 97)

1. a, c 2. a, b 3. b, c 4. a, c 5. a, b

**REFLECT** (p. 97)

*Students' own answers.*

#### Lesson 4

**A** (p. 98)

1. I don't know which university he goes to.
2. I'm surprised how easy it is to make friends.

**B** (p. 98)

1. I remember how I felt.
2. I can't stress enough how important this is.
3. I know that it can be intimidating.
4. I thought that people wouldn't understand my accent.
5. Maybe you're worried that you won't understand what your professor is saying.
6. My message is not that the work is unimportant.
7. You will miss a very important part of what student life is about.
8. Every experience feeds into who you will become.
9. Don't forget that you are more than just your schoolwork.

**C** (p. 99)

1. what he says
2. where she used to study/where she studied before
3. that I get good grades
4. how you pronounce the word
5. how intelligent he is
6. what your concerns are
7. which university to go to/which university you want to go to yet
8. why he reacted like that/why he reacted (in) that way

**REFLECT** (p. 99)

*Students' own answers.*

#### Lesson 5

**A** (p. 100)

1. question 2. judgement 3. trust 4. confident

**B** (p. 100)

1. trust 2. question 3. confident 4. judgement

**C** (p. 101)

3

**D** (p. 101)

Self-confidence

**REFLECT** (p. 101)

*Students' own answers.*

#### Lesson 6

**A** (p. 102)

1. recurring; 2. procrastinate; 3. balanced diet;
4. capacity; 5. crunch; 6. schedule; 7. build up;
8. adjust; 9. vary; 10. Moderate

**B** (p. 102)

*Students' own answers.*

**C** (p. 102)

3

**D** (p. 102)

1. 75%
2. One benefit of routines becoming habits is that the brain becomes good at handling recurring tasks automatically, allowing you to spend less time and energy thinking about what to do or how to do it.
3. The *pomodoro* method involves dividing your time into blocks of 25 and 5 minutes, where you do some work for 25 minutes and then take a five-minute break. This cycle repeats several times before taking a longer break of 15 to 30 minutes.
4. The latest guidelines suggest that 150 minutes of moderate exercise per week is enough for college students.
5. A potential downside of living alone at college is that nobody else will do your chores, and you may be too busy to relax.
6. If your initial routine does not work, the text suggests that you should keep following it for a few weeks at least before varying your routine and trying to find one that works for you.

**REFLECT** (p. 103)

*Students' own answers.*

#### Lesson 7

**A** (p. 104)

Both charts

**B** (p. 105)

Method 2

**C** (p. 105)

#### Introduction

State the main trends or points: for these eight subjects to become more popular; changed position; declined in popularity.

#### First body paragraph

Method 2: compare how the second visual shows that the top eight subjects are the same in 2010 and 2019

#### Second body paragraph

Method 2: compare the difference in the overall popularity of the subjects

**D** (p. 105)

*Students' own answers.*

## Lesson 8

A (p. 106)

1. Design, which was the only subject to decline in popularity, dropped significantly.
2. Almost 12% of the students chose biology, which is up from the previous year.

Not essential

B (p. 106)

(Para. 2) Medicine, which includes nursing and dentistry, and business, which includes management and administration, were the top two in both years.

(Para. 3) Medicine, which increased by just over 2 per cent, had the second-largest rise.

C (p. 106)

1. who sailed across the Atlantic in 2019/who in 2019 sailed across the Atlantic
2. who studied at Harvard University
3. which is an organisation that helps children
4. which uses body heat for power
5. who are all still young
6. which can at times be stressful/which can be stressful at times

D (p. 107)

1. My friends, who are living in Chile now, used to live in South Korea.
2. The teacher, who started 27 years ago, is planning to retire next year.
3. Her invention, which is an amazing idea, turns banana skins into plastic./Her invention turns banana skins into plastic, which is an amazing idea.
4. Today's class will take place in room 27B, which is on the second floor./Today's class, which is on the second floor, will take place in room 27B.
5. The University of Oxford, which is in England, is very well-known.

E (p. 107)

This chart, <sup>1</sup>**that which** is based on data from an academic article published in 2012, shows six main concerns that college students have. Studying, which <sup>2</sup>**it** is the number one concern, is an issue for three-quarters of students. About two-thirds of students are also concerned about relationship issues, <sup>3</sup>**who which** probably include relationships with friends, teachers, and family members. The next two concerns are time, which is a worry for almost four in ten students<sup>4</sup>, and the college environment, which concerns one in three students. The final two concerns are money and health <sup>5</sup>**which, which** worry 18 per cent and 13 per cent of college students.

## Lesson 9

*Students' own answers.*

## Lesson 8

A (p. 110)

1. gifted
2. impressive
3. fund
4. admit
5. ambition
6. build up
7. vary
8. assumption
9. passion
10. moderate

B (p. 110)

1. I went to school
2. what she knew
3. how many sisters she has
4. who you are
5. what you do

C (p. 110)

1. which
2. who
3. where
4. which
5. which
6. when

D (p. 110)

1. False – you often don't need a conclusion
2. True
3. True
4. False – state the main trends or points in the introduction
5. False – only if the visual includes information about those reasons

E (p. 111)

*Students' own answers.*

F (p. 111)

*Students' own answers.*

## UNIT 6 ANSWER KEY

### Unit 6

*Answers will vary.*

### Lesson 1

A (p. 114)

*Students' own answers.*

B (p. 114)

1. 3, 1; 2. 4, 1

C (p. 114)

1. portraits;
2. eyes;
3. human;
4. emotional response;
5. large/big;
6. equal voice;
7. species;
8. ourselves;
9. better choices;
10. injured;
11. Law

REFLECT (p. 115)

*Students' own answers.*

### Lesson 2

A (p. 116)

1. h
2. d
3. i
4. e
5. a
6. g
7. b
8. j
9. f
10. c

B (p. 116)

*Students' own answers.*

C (p. 117)

1. interesting; 2. incident; 3. obstacles; 4. crisis;
5. climax 6. Changed

D (p. 117)

1. c; 2. a; 3. a; 4. c; 5. B

E (p. 117)

Answers will vary. Possible answers:

1. R: Data is very important; 2. S: best-known writer in the English language; 3. E: about good vs evil

**REFLECT** (p. 117)

Students' own answers.

### Lesson 3

A (p. 118)

1. sniffing; 2. exhaustion; 3. weapon; 4. entire;
5. platform; 6. crush; 7. stab; 8. leaning;
9. roared; 10. tripped over

B (p. 119)

Students' own answers.

C (p. 119)

1. T
2. F - She had to sleep in a tent on a platform above the ground.
3. F She found a small knife and deodorant spray in her bag.
4. T
5. T
6. F She woke up in the morning and realised it wasn't a dream/was true/really happened.

D (p. 119)

1. And I thought; 2. And I was like; 3. And I think

**REFLECT** (p. 119)

Students' own answers.

### Lesson 4

A (p. 120)

1. got back; 2. had been driving/had driven;
3. went back; 4. had dropped off/dropped off

B (p. 120)

1. happened; 2. was flying; 3. had been visiting; 4. were living; 5. was sitting; 6. had just served; 7. was enjoying;
8. started; 9. asked; 10. just said; 11. were experiencing;
12. continued; 13. dropped; 14. stopped; 15. were doing; 16. lasted; 17. seemed; 18. felt; 19. tried;
20. landed; 21. stopped

C (p. 121)

1. were having; 2. ran; 3. saw; 4. had taken;
5. had been hiking; 6. was setting; 7. heard; 8. saw;
9. had been following; 10. was working; 11. looked;
12. heard; 13. saw; 14. had escaped

**REFLECT** (p. 121)

Students' own answers.

### Lesson 5

A (p. 122)

1. aspire 2. attain 3. motivation 4. persistence
5. acknowledge 6. setback 7. resilience 8. ageing
9. ambition 10. serve

B (p. 122)

Students' own answers.

C (p. 123)

Students' own answers.

D (p. 123)

b

D (p. 123)

1. c; 2. b; 3. a; 4. c; 5. a

**REFLECT** (p. 123)

Students' own answers.

### Lesson 6

A (p. 124)

1. recall; 2. superior; 3. mode; 4. slightly;
5. implications; 6. assemble; 7. store; 8. trigger;
9. demonstrate; 10. exclusively

B (p. 124)

b

C (p. 124)

1. 90 per cent/90%; 2. 1,000;
3. buy; 4. 2,500;
5. visual; 6. less than a second

**REFLECT** (p. 125)

Students' own answers.

### Lesson 7

A (p. 126)

The writer was very upset; Looking at the photo broke my heart because the beach was such a special memory for me.

B (p. 127)

**Hook:** "A picture is worth a thousand words," but do people really believe it?

**Background information:** I didn't, not until I saw the photograph. I had read about this problem for years, but that wasn't the same as the photo.

**Thesis statement:** I never thought I would say this, but a photograph made me make some changes in my life.

**Paragraph 1:** a beach in Bali, Indonesia

**Paragraph 2:** heart broken

**Paragraph 3:** I had to take a first step

**Conclusion:** new ways to reduce my use of plastic

C (p. 127)

*Students' own answers.*

### Lesson 7

A (p. 128)

The photo showed a beach in Bali, Indonesia. I had been to that beach four times. It was the most beautiful place in the world. For me, it was a remote paradise with clean white sand and clear blue water. But this didn't show any of that. Instead, it showed a beach covered in plastic— plastic bags, plastic cups, plastic boxes—as well as dead fish and other animals. I had read about the problem of garbage washing up on islands across the Pacific and Indian Oceans. I had heard news reports about huge amounts of plastic floating in the ocean, but the photo made the situation real for me.

B (p. 129)

1. had studied/had been studying; 2. had hoped/had been hoping; 3. had waited/had been waiting; 4. had been looking; 5. had seen; 6. had described

C (p. 129)

*Students' own answers.*

D (p. 129)

By the time my friend Gabriela was 18, she <sup>1</sup>**had studied/had been studying** ~~studied~~ drawing for more than 10 years. She was always drawing pictures of her friends and family. She wanted to be a painter. She <sup>2</sup>**had loved** ~~loved~~ art since she was very small, but after she started college, she started to question her goals. Then, one day, a friend invited her to an art gallery to see a photography exhibit. She <sup>3</sup>**had** never really **looked** ~~looked~~ at photographs as art until that moment. Looking at the photos in the gallery was a completely new experience. Every photo <sup>4</sup>~~had~~ told a story. When she went home that night, she realised that she <sup>5</sup>**had been/was studying** ~~studied~~ the wrong thing. She loved art, but she decided that she wanted to study photography. The next week she changed her major to photography. After that, in addition to taking courses, she worked as a photographer for the college newspaper. She learned everything she could. Three years later, she graduated. She got a great job with a magazine. She travelled all over the world taking photographs. By the time she was 30, she <sup>6</sup>**had travelled** ~~travelled~~ to all seven continents, including Antarctica! She has been very happy and knows that she made the right decision.

### Lesson 9

*Students' own answers.*

### Lesson 10

A (p. 132)

1. engage; 2. Portraits; 3. prompt; 4. remote; 5. habitat(s)

B (p. 132)

1. mode 2. assemble 3. recall 4. store 5. moral

C (p. 132)

1. told, had been working 2. was listening, rang  
3. walked, noticed, had left 4. admitted, had taken  
5. knew, had been crying 6. had already left, had taken  
7. felt, had forgotten, had been talking

D (p. 133)

1. had known 2. had been playing 3. hadn't eaten  
4. had been looking 5. had been working

E (p. 133)

*Students' own answers.*

F (p. 133)

*Students' own answers.*

## UNIT 7 ANSWER KEY

### Unit 7

1. *Answers will vary. Possible answer:* Photography changed the way we share information and how we remember things. Because of photography, we can see new things across the world and clearly see how things change over time. Some photos have inspired people to make changes in the world.

2. *Answers will vary.*

### Lesson 1

A (p. 136)

1. h  
2. j  
3. e  
4. d  
5. g  
6. i  
7. a  
8. b  
9. f  
10. c

B (p. 136)

*Answers will vary. Possible answer:*

Without preserved food, people would still have to move around a lot for their food and wouldn't be able to stay in one place. There might not be cities since no one could stay put and keep fresh food with them.

C (p. 136)

Main ideas: 2, 5, 6

D (p. 136)

1, 2, 3, 5

**REFLECT** (p. 137)

*Students' own answers.*

## Lesson 2

**A** (p. 138)

1. f; 2. a; 3. j; 4. e; 5. i; 6. h; 7. d; 8. b; 9. g; 10. c

**B** (p. 138)

*Students' own answers.*

**C** (p. 138)

1. (around) 1500; 2. (around) 500;  
3. (around) 400–200; 4. (around the) 14th;  
5. 15th and 16th; 6. 17th–19th; 7. 20th

**D** (p. 139)

2

**E** (p. 139)

*Corrections may vary.*

1. T
2. F: People in ancient Rome used oil and dust, and a metal tool, to get clean.
3. T
4. F: People in 14<sup>th</sup> century Europe thought that water caused diseases/allowed diseases to get into the body.
5. T
6. T
7. F: In the early 20th century, people in the United States bathed once a week.

**REFLECT** (p. 139)

*Students' own answers.*

## Lesson 3

**A** (p. 140)

1. enthusiasm
2. infections
3. instantly
4. filth
5. germ
6. surgeon
7. deadly
8. organism
9. antiseptic
10. Spitting

**B** (p. 140)

*Students' own answers.*

**C** (p. 141)

1

**D** (p. 141)

1. a, b; 2. a; 3. c; 4. b

**REFLECT** (p. 141)

*Students' own answers.*

## Lesson 4

**A** (p. 142)

Sentences 2, 4, and 6 are shorter.

Missing words: who is; who design; which were

**B** (p. 142)

1. The people smiling in this ad look happy.
2. I prefer products containing less sugar.
3. Bread made today won't be as fresh tomorrow.
4. Who's the actor playing in this film?
5. Foods needing a lot of preservatives don't taste very nice.

**C** (p. 143)

1. The man who is cleaning the dishes in the ad looks very unhappy.
2. The sofa that the family is sitting on is very old-fashioned.
3. Social media stars who are followed by a lot of people are often paid to post about a product.
4. The bottle that she is holding contains an expensive perfume.
5. Advertisers used to make many wild promises that consumers believed.
6. All magazines now rely on the money that is earned from advertising.
7. Almost half the people who saw the online advertisement clicked on it.
8. The ads are aimed at children whose parents want to buy them a present.

Checked: 1, 3, 6, 7

**D** (p. 143)

1. The man cleaning the dishes in the ad looks very unhappy.
3. Social media stars followed by a lot of people are often paid to post about a product.
6. All magazines now rely on the money earned from advertising.
7. Almost half the people seeing the online advertisement clicked on it.

**REFLECT** (p. 143)

*Students' own answers.*

## Lesson 5

**A** (p. 144)

1. visual
2. appeal
3. whereas
4. emotions
5. recommendation
6. psychology
7. logic
8. media
9. promise
10. basically

**B** (p. 144)

*Students' own answers.*

**C** (p. 144)

3

D (p. 145)

Answers will vary. Possible answers:

	Old magazine ad	Current social media ad	Reason for differences
The first thing you notice	- black and white - a lot of text	- colour - not much text	
The images	- no people using soap - no happy faces - less than a quarter of the page	- takes up most of the space - young woman holding soap looking calm and happy	- We've become more visual. - In the past, photos were expensive to print. Now, they're not.
The text	- a series of promises	- written by the woman - friendlier and more personal	- In the past, there were no rules.
The advertisers	- appealed to logic	- appeal to emotions	- Advertisers didn't understand people as well as they do now.

E (p. 145)

Students' own answers.

**REFLECT** (p. 145)

Students' own answers.

### Lesson 6

A (p. 146)

1. fragile
2. scarce
3. stiff
4. fake
5. luxury
6. ironically
7. flexible
8. drawback
9. wire
10. take off

B (p. 146)

B

C (p. 146)

Title 1 is the best alternative title. Title 2 is not the best because plastic has not been a complete success. Title 3 is not the best because plastic is still widely used.

D (p. 146)

1, 2, 4

**REFLECT** (p. 147)

Students' own answers.

### Lesson 7

A (p. 148)

Seven sections: to, from, date, subject, introduction, findings, conclusions and recommendations.

B (p. 149)

**To:** The General Manager

**From:** Noor Salah, Marketing Department

**Date:** April 17, 2025

**Subject:** Effective Marketing Strategies for Launching a New Fruit Drink in Bahrain

**Briefly introduce the topic of the report:** The food and beverage industry in Bahrain is very competitive.

**State the purpose of the report:** This report aims to outline the most effective marketing strategies for launching a new fruit drink.

**Indicate the sources of information used for the report:**

The findings are based on current market trends, consumer behaviour analysis, and successful case studies from both local and international markets.

**First Way/Strategy:** Using social media platforms

**Topic Sentence:** Research shows that using social media platforms has a strong capacity to enhance brand visibility and engagement.

**Details and examples:** Creating targeted ads on social media platforms can attract a large part of the population.

**Second Way/Strategy:** Forming partnerships with businesses

**Topic Sentence:** Forming partnerships with businesses can enhance accessibility and exposure.

**Details and examples:** A soft drink company managed to increase its sales by over 30% by partnering with key restaurants and supermarkets, and offering promotional prices.

**Third Way/Strategy:** Organising launch events

**Topic Sentence:** Organising launch events can create a lot of excitement.

**Details and examples:** Hosting an event at a popular mall in Manama with live entertainment can attract large crowds.

**Main Recommendation:** I recommend utilising these three strategies at the same time.

**Restate the three strategies:** Deploy social media campaigns, forging strong partnerships, and organising launch events.

**Expected outcome:** We will be able to maximise visibility and consumer engagement.

C (p. 149)

Students' own answers.

### Lesson 8

A (p. 150)

1. c, used to play basketball
2. b, I would visit my grandparents
3. a, used to live in Riyadh

B (p. 151)

1. used to/would; 2. used to/would; 3. used to/would;
4. used to; 5. used to/would; 6. used to; 7. used to/would; 8. used to

C (p. 151)

Students' own answers.

D (p. 151)

Everything from watches to radios <sup>1</sup>**used to** ~~would~~ be made of Bakelite. But what is Bakelite, and where does it come from? Bakelite was the very first plastic, and it was invented by Leo Baekeland, who was born in Belgium in 1863. As a boy, he <sup>2</sup>**used to love/loved** ~~would love~~ chemistry and physics. He <sup>3</sup>**used to/would** ~~used~~ study for hours every day and do science experiments at home. At 24, he was already teaching at a university. That's also when he began his career as an inventor. Baekeland wanted to invent something to cover electric wires safely. Without some sort of covering, electrical wiring would <sup>4</sup>~~te~~ often cause fires. Every day, he <sup>5</sup>**used to/would** ~~use to~~ go into his basement and try something new. It took him almost 10 years, but he finally came up with a substance that worked. He called it Bakelite.

### Lesson 9

Students' own answers.

### Lesson 10

A (p. 154)

1. critical
2. break down
3. adapt
4. limitation
5. bacteria

B (p. 154)

1. b
2. c
3. a
4. c
5. a

C (p. 154)

1. People **paying** attention to ads often buy more than they need.
2. Food **preserved** in the past wasn't very nutritious.
3. The information **included** in the article is very interesting.
4. The girl **smiling** in the picture is a child actor.
5. I don't have many object **made** of plastic.

D (p. 155)

1. b
2. both a and b
3. b
4. a
5. both a and b

E (p. 155)

Students' own answers.

F (p. 155)

Students' own answers.

## UNIT 8 ANSWER KEY

### Unit 8

Students' own answers.

### Lesson 1

A (p. 158)

1. g
2. a
3. b
4. j
5. h
6. c
7. i
8. f
9. d
10. e

B (p. 158)

Students' own answers.

C (p. 158)

2

D (p. 158)

1. X; 2. ✓; 3. ✓; 4. X; 5. ✓

REFLECT (p. 159)

Students' own answers.

### Lesson 2

A (p. 160)

1. humility
2. profit
3. bond
4. laissez-faire
5. compliant

B (p. 160)

Students' own answers.

B (p. 160)

3

**D** (p. 160)

Problem 1: a

Result 1: a, b, c

Solution 1: b, c

Problem 2: a, c

Result 2: c

Solution 2: a, b, c

**E** (p. 161)

*Students' own answers.*

**F** (p. 161)

*Students' own answers.*

**REFLECT** (p. 161)

*Students' own answers.*

### Lesson 3

**A** (p. 162)

1. taken over
2. look out for
3. head for
4. goose
5. flap
6. herd
7. drought
8. howl
9. constantly
10. predator

**B** (p. 162)

*Students' own answers.*

**C** (p. 162)

1. c; 2. a; 3. f; 4. e; 5. b; 6. d

**D** (p. 163)

1. T 2. T 3. T 4. T 5. T 6. T

**E** (p. 163)

*Students' own answers.*

**REFLECT** (p. 163)

*Students' own answers.*

### Lesson 4

**A** (p. 164)

1. general possibility
2. advice / recommendation; obligation
3. obligation
4. future possibility
5. obligation
6. future possibility; general possibility

**B** (p. 164)

1. The staff should be trusted and respected.
2. Employees could be given more control.
3. Goals need to be clearly communicated to the team.
4. The workers don't have to be constantly watched.

5. The number of vacation days could be increased.

6. The company rules should be updated.

7. Rewards for success might be offered./Rewards might be offered for success.

8. Profits should be shared with the employees.

**REFLECT** (p. 165)

*Students' own answers.*

### Lesson 5

**A** (p. 166)

*Students' own answers.*

**B** (p. 166)

*Students' own answers.*

**C** (p. 166)

*Students' own answers.*

**D** (p. 166)

- 1, 4, 5

**E** (p. 166)

1. decisions; 2. motivation; 3. humility;  
4. job satisfaction; 5. diverse teams;  
6. ways of thinking

**F** (p. 167)

1. a, b; 2. b; 3. c; 4. a, b; 5. b; 6. a, b, c

**G** (p. 167)

*Students' own answers.*

**REFLECT** (p. 167)

*Students' own answers.*

### Lesson 6

**A** (p. 168)

1. mentor
2. setback
3. stem cell
4. appeal to
5. texture
6. contemplate
7. current
8. supply
9. investor
10. supportive

**B** (p. 168)

*Students' own answers.*

**C** (p. 168)

- a. 2; b. 4; c. 6; d. 1; e. -; f. 5; g. 3

**D** (p. 168)

- a. 4; b. 6; c. 3; d. 5

## REFLECT (p. 169)

Students' own answers.

### Lesson 7

#### A (p. 170)

Three factors – creativity, perseverance, skillful risk-taking - stated in the introduction

#### B (p. 171)

**Title:** What Factors Make Entrepreneurs Successful?

**(Introduction) Hook:** Watching a startup grow from a simple idea into a flourishing business is truly amazing.

**Background information:** Around the world, successful entrepreneurs are praised not only for their innovative businesses but also for their exceptional personal qualities and unique problem-solving skills.

**Interesting question:** What really ignites the spark of entrepreneurial success?

**Thesis statement:** According to experts, three essential factors contribute to entrepreneurial success: creativity, perseverance, and skillful risk-taking.

**(Body paragraphs) Paragraph 1 / Factor 1:** creativity

**Topic sentence:** Entrepreneurs need to view the world differently, identifying needs that have not been met and coming up with innovative solutions.

**Supporting details:** Steve Jobs, the co-founder of Apple Inc., changed several industries with groundbreaking products like the iPhone and iPad, which transformed personal technology.

**Paragraph 2 / Factor 2:** perseverance

**Topic sentence:** The path to creating and maintaining a business is full of obstacles that can discourage even the most committed individuals.

**Supporting details:** Jack Ma, who founded Alibaba, faced many problems before his idea for e-commerce became popular. His persistence through challenges was crucial to eventually build a huge fortune.

**Paragraph 3 / Factor 3:** skillful risk-taking

**Topic sentence:** Entrepreneurs must make thoughtful decisions in uncertain situations, weighing the potential gains against the risks.

**Supporting details:** Elon Musk's ventures, like Tesla and SpaceX, exemplify strategic risk management.

**(Conclusion) Final comment:** In conclusion, the success stories of entrepreneurs across different sectors show that creativity, perseverance, and skillful risk-taking are indispensable

**Restatement of the three factors:** As the world's economy keeps changing, these traits will become even more important.

**Future prediction:** The future will likely see a growing need for such dynamic and adaptable leaders, underscoring the lasting importance of these entrepreneurial qualities in driving business innovation and economic development.

#### C (p. 171)

Three subtopics - creativity, perseverance, skillful risk-taking. Each body paragraph is about on the three subtopics, following the same order.

#### D (p. 171)

Students' own answers.

### Lesson 8

#### A (p. 172)

Both b sentences include **reduced/shortened adjective clauses**.

The adjective clauses in all four sentences are **non-essential** because they provide extra information that is not critical to identify the main subject.

#### B (p. 172)

1. Admired all over the world, Kipchoge retired in **1973**.
2. Supported partly by the government, Shiock Meats will offer products to the public in just a few years.
3. Andrés Gutiérrez, an entrepreneur from Colombia, has received a major new round of funding.
4. Motivated by a strong desire to make the world a better place, Sriram started her company with a dream.
5. Funded by several big investors, Shiock Meats has a bright future.
6. Gutiérrez's grandmother, a farm owner in Colombia, helped him get started.
7. Nobel Prize-winning chemist Ahmed Zewail wrote several research articles.
8. The government-funded project has improved the neighbourhood.
9. The first Emirati in space, Hazzaa AlMansoori and Sultan Al Neyadi, conducted experiments on the International Space Station.

#### C (p. 173)

**<sup>1</sup>Former Amazon CEO Jeff Bezos, who is the richest person in the world**, has a net worth that is about \$150 billion. **<sup>2</sup>Bezos, born in Albuquerque, New Mexico, /Born in Albuquerque, New Mexico, Bezos** graduated from Princeton University with a degree in electrical engineering. He wrote the business plan for Amazon on a trip from New York to Seattle, and then his parents invested \$300,000 to get the company started. **<sup>3</sup>Amazon, was originally planned as just a book company, /Originally planned as just a book company, Amazon** quickly expanded to other products and services. The business, which today is the world's largest online sales company, did about \$90 billion of sales in 2019. In 1993, Bezos bought **<sup>4</sup>the Washington Post, which was a troubled newspaper at the time**. **<sup>5</sup>Rescued by Bezos, the Post** has become another of his success stories.

### Lesson 9

Students' own answers.

### Lesson 10

#### A (p. 176)

1. Assertive
2. mentor
3. credit
4. disrupt
5. appeal to
6. determined
7. ambitious
8. contemplate
9. current
10. stem cell

**B** (p. 176)

1. The financial report can be prepared by the team.
2. My salary will be paid (to me) at the end of the month.
3. A pay rise might be given to him by my manager.
4. This important task should be finished first.
5. New computers must be given to employees to prevent technological problems.
6. Market gaps must be identified by entrepreneurs to innovate and succeed.
7. Teams should be inspired by leaders by setting clear goals and demonstrating commitment.
8. Employees should be empowered by a visionary leader to take initiative and drive innovation.
9. New industries could be explored by entrepreneurs to diversify their business and reduce risks.
10. Feedback might often be sought by a good leader to improve team dynamics and productivity.

**C** (p. 177)

1. My father, a brilliant entrepreneur, has lots of great ideas.
2. That new restaurant, called *Good Eats*, is quite expensive.

3. Rome, the capital of Italy, is my birthplace.

4. Jake, my business partner, wants to talk to you.

5. My friend's book, which is very interesting, was written by him.

6. The marketing team, being very creative, launched a new social media campaign.

7. The campaign, targeting young adults, aims to increase brand awareness.

**D** (p. 177)

Achieving success requires top athletes to practise with intense focus and regularity. Although it isn't always enjoyable, they understand its necessity.

**E** (p. 177)

*Students' own answers.*

**F** (p. 177)

*Students' own answers.*