

تم تحميل هذا الملف من موقع المناهج البحرينية



## مراجعة كتاب الطالب

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

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة المناهج  
البحرينية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Eng 102 Writings	1
مواضيع التعبير للوحدات من الوحدة السابعة وحتى العاشرة	2
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## UNIT 6 ANSWER KEY

## READING

A (p. 114)

1. participant
2. actual
3. separate
4. upsetting
5. theory
6. signal
7. extremely
8. process
9. stage
10. therapy

B (p. 114)

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

C (p. 114)

1. b, the United States
2. c, 34 / two groups of 17
3. b, Matthew Walker
4. a, an MRI machine
5. a, Our brain flags upsetting events which we process during sleep.

D (p. 115)

2. 4, 1, 5, 3

Reflect (p. 115)

Answers will vary.

## LISTENING

A (p. 116)

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

B (p. 116)

1. absolutely
2. psychology
3. painful
4. relationships
5. protect

C (p. 117)

Answers will vary.

D (p. 117)

1. Oh no!
2. That's terrible/awful!
3. I'm so sorry.

Reflect (p. 117)

Answers will vary.

## VIDEO

A (p. 118)

1. individual
2. symptom
3. experiment
4. technique
5. depression
6. experience
7. pleasure
8. mood
9. recover
10. awful

B (p. 118)

Answers will vary.

C (p. 119)

a, c, e

D (p. 119)

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

E (p. 119)

1. F
2. O
3. F
4. O
5. F

Reflect (p. 119)

Answers will vary.

## GRAMMAR

A (p. 120)

1. If we didn't sleep, we wouldn't dream.
2. I wouldn't remember any of my dreams if I didn't write them down.
3. If she told the doctor about her sleep problems, he could help her.
4. You might feel better if you went to bed earlier.

B (p. 120)

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

C (pp. 120-121)

1. existed, would not take
2. turned, would / could / might get
3. would not / wouldn't / might not be, deleted
4. were, would / could / might try
5. would / could / might lose, made
6. would / could / might have, removed

D (p. 121)

1. If we ~~try~~ tried hard, we might be able to control our dreams.
2. If you saw an animal moving during sleep, it ~~could to be~~ could be dreaming.
3. If you ~~repeated~~ 'I will remember my dream' many times before sleeping, you **might/could/may** remember it!
4. You might have happier dreams if you ~~aren't~~ weren't so stressed.
5. Your dreams ~~may to be~~ may be influenced by the culture you came from.
6. If you ~~have drawn~~ drew a picture of your dream, it might not be in color. Most of our dreams are in black and white.
7. If you were violent in your dream, that ~~can~~ could be a warning of a future disease.
8. Artists' dreams ~~might to influence~~ might influence their work if they had a creative dream.

E (p. 121)

Answers will vary. Possible answers:

1. we might not learn how to protect ourselves
2. we would be depressed all the time
3. I knew I would be happier
4. I didn't understand the assignment
5. I'd travel to Africa

Reflect (p. 121)

Answers will vary.

## VOCABULARY &amp; LISTENING

A (p. 122)

Answers will vary.

1. live in the moment
2. the distant past
3. serve a purpose

B (p. 122)

a, b, e

- C** (p. 122)  
 1. learned  
 2. neighborhoods, relationships  
 3. Younger, older  
 4. moment  
 5. conscious

- D** (p. 123)  
 1. O  
 2. F  
 3. F  
 4. F  
 5. O  
 6. F

**E** (p. 123)  
*Answers will vary.*

**F** (p. 123)  
*Answers will vary.*

**Reflect** (p. 123)  
*Answers will vary.*

**READING**

- A** (p. 124)  
 1. frequently 2. unique 3. alternatively 4. benefit  
 5. record 6. accurate 7. image 8. identify 9. base on  
 10. face

**B** (p. 124)  
 Scientists studying dreams

- C** (p. 124)  
*Answers will vary.*  
 1. Dreams are difficult to remember and hard to describe and most of us forget them soon after we wake up.  
 2. They are learning how to record out dreams.  
 3. He looked at brain patterns when people were looking at objects and noted the seem patterns they had when they were dreaming.  
 4. The identified what people said in their dreams by measuring nerve signals.  
 5. It might help us to understand more about problems we face in our real lives.  
 6. It's important not to confuse dreams with reality and it might be best to forget them.

- D** (p. 124)  
 1. 2013 2. an MRI machine 3. Daniel Oldis and David Schyner 4. 2018

**Reflect** (p. 125)  
*Answers will vary.*

**WRITING**

**A** (p. 126)  
 Having self-driving cars on the road could have both advantages and disadvantages.

**B** (p. 126)

Pros	Cons
make us safer, healthier	too unreliable, too dangerous

- C** (p. 127)  
**Introduction**  
**Thesis statement:** Having self-driving cars on the road could have both advantages and disadvantages.  
**First body paragraph (pros)**  
 Topic sentence: Sleeping in our self-driving cars could make us safer and healthier.  
 Supporting idea: Self-driving cars will take control when a driver is too tired.  
 Details: This will probably mean fewer deaths on the road.  
 Supporting idea: Some people think that self-driving cars will help people get more sleep.

- Details: People do not get enough sleep. People with long commutes might get extra sleep.  
**Second body paragraph (cons)**  
 Topic sentence: Self-driving cars might not be reliable.  
 Supporting idea: Self-driving cars might break down.  
 Details: Computer could stop working. People asleep in the car could be hurt.  
 Supporting idea: The car could make wrong turns or not know how to deal with a situation on the road.  
 Details: It's better to have an awake driver at all times.  
**Conclusion**  
 Summary statement: In conclusion, there are pros and cons for sleeping in self-driving cars.

**GRAMMAR**

- A** (p. 128)  
 1. The students will study dreams this term.  
 2. They will probably find it difficult.  
 3. They may have to record their dreams.  
 4. They might not understand their dreams.

- B** (p. 128)  
 Everyone is so busy these days, and not getting enough sleep is a real problem. One serious effect of this is falling asleep while driving. Self-driving cars might be a solution to this danger in the future. Car manufacturers think that in the future, we will sleep comfortably in our self-driving cars. However, having self-driving cars on the road could have both advantages and disadvantages. On one hand, sleeping in our self-driving cars could make us healthier. Tiredness is one of the major causes of car accidents. Self-driving cars will take control when a driver is too tired. This will probably mean fewer deaths on the road. In addition, some people think that self-driving cars will help people get more sleep. Over a third of us do not get enough sleep. This causes health problems. People with long commutes might get an hour or two extra sleep while their cars drive them to work. On the other hand, self-driving cars might not be reliable. First, like any piece of equipment, self-driving cars might break down. The computer controlling a self-driving car could stop working and cause the car to stop suddenly. People asleep in the car could be hurt. Additionally, the car may make wrong turns or not know how to deal with a situation on the road. Some experts think it is probably better to have an awake driver at all times.  
 In conclusion, there are pros and cons for people sleeping in self-driving cars. They might help people who don't get enough sleep. Unfortunately, though, there are also serious safety concerns.  
 Before you try a self-driving car, it is important to consider the advantages and disadvantages.

- C** (p. 128)  
 1. L 2. LC 3. LC 4. C 5. LC 6. C 7. LC 8. L

- D** (p. 129)  
*Answers will vary. Possible answers:*  
 1. will 2. might 3. could 4. won't 5. may not  
 6. probably won't

- E** (p. 129)  
*Answers will vary. Possible answers:*  
 1. Within a few years, artificial intelligence will be able to watch videos of our dreams.  
 2. In ten years, the University of Bahrain may be able to record dreams.  
 3. In the future, the National Space Science Agency (NSSA) in Bahrain might be able to control dreams.  
 4. In 20 years, neuroscientists probably won't be able to see other people's dreams.  
 5. Within a few decades, nanotechnology probably will know exactly why we dream.  
 6. By 2080, genetic researchers could fine better ways to understand dreams.

## UNIT 7 ANSWER KEY

F (p. 129)

### An All-in-One Nutrition Drink

By 2050, there might be 10 billion people on planet Earth. This rapid growth means that we need to find a way to feed everyone without damaging our lands and seas. A drink that contains all of the protein, vitamins, and minerals that we need might be the answer. There are pros and cons of a meal-replacement drink that could feed billions of people. On one hand, a meal-replacement beverage might be convenient. People could ~~saving~~ save time because they won't need to cook and clean. They will be able to simply open a bottle and drink a complete meal. In addition, people might ~~and~~ be healthier than they are now. Right now, people eat a lot of junk food and fast food. With a meal-replacement drink, they will ~~getting~~ get important nutrients quickly and easily.

### WRITING

A (p. 130)

Pros	Cons
<p><b>a.</b> interesting—we can see what our brains are doing while we sleep</p> <p><b>e.</b> fun—we can show other people</p> <p><b>g.</b> might help us understand ourselves, be more creative</p> <p><b>h.</b> might help us solve our problems</p>	<p><b>b.</b> embarrassing</p> <p><b>c.</b> we might pay too much attention to dreams and what they mean</p> <p><b>d.</b> lose privacy—hackers could steal our dreams and show them online</p> <p><b>f.</b> expensive to do</p> <p><b>i.</b> we might confuse dreams with reality</p>

### REVIEW & ASSESSMENT

A (p. 132)

- actual, based on
- therapy, behavior
- personality, extremely
- depression, upsetting
- headache, recover
- technique, participant, theory
- painful, mood
- conscious, stage

B (p. 132)

- psychology
- experiment
- identify
- individual
- frequently
- experience
- relationship
- process
- situation
- accurate
- absolutely

C (p. 133)

- can't
- could probably
- didn't
- don't
- had
- won't

D (p. 133)

- had
- have solved
- would travel
- might / may make
- designed / could communicate

E (p. 133)

Answers will vary.

### READING

A (p. 136)

- hire
- solved
- think of
- aim
- experiment
- analyze
- values
- Employees
- data
- complain

B (p. 136)

b, d, e

C (p. 136)

Answers will vary.

- It means thinking of new ideas that can solve difficult problems.
- Grab
- They can questions the normal way of doing things, connect ideas from different areas, be open to making changes, analyze data to get information and experiment with ideas.

D (p. 137)

Answers will vary.

Reflect (p. 137)

Answers will vary.

### VOCABULARY & SPEAKING

A (p. 138)

Answers will vary.

B (p. 138)

- substantial
- shocking
- restrict
- challenge
- notice
- usage
- delete
- looked at
- device
- period

C (p. 139)

Answers will vary.

D (p. 139)

Answers will vary.

Reflect (p. 139)

- Answers will vary.
- Answers will vary.
- Answers will vary. Possible answer: There are apps and programs for designing documents, editing photos, creating art, and seeing ideas visually.

### VIDEO

A (p. 140)

- f
- h
- j
- c
- i
- a
- g
- b
- e
- d

B (p. 140)

- patch
- robber
- oncoming
- monitor
- agitated
- teleportation
- diet
- detect
- transcend
- disabled

C (p. 140)

Answers will vary.

D (p. 141)

- f
- d
- c
- e
- a
- b

E (p. 141)  
Answers will vary.

Reflect (p. 141)  
Answers will vary.

## GRAMMAR

A (p. 142)  
1. Not having my phone with me makes me feel . . .  
2. When I see an amazing animal or scene, I . . .  
3. I'm interested in becoming . . .

B (p. 142)  
1. subject of a verb  
2. noun + adjective  
3. object of a preposition  
4. object of a verb  
5. subject of a verb  
6. linking verb + adjective  
7. object of a preposition  
8. adjective + noun  
9. chatting: subject of a verb; distracting: linking verb + subject  
10. object of a verb

C (p. 143)  
1. participating  
2. relaxing  
3. thinking  
4. boring  
5. being  
6. avoiding  
7. wandering

D (p. 143)  
Answers will vary. Possible answers:  
1. The most boring activity I regularly have to do is grammar homework.  
2. Three things I usually avoid doing are taking out the trash, reading emails, and eating sugar.  
3. Being creative is important for my future because it's a useful skill for success at work.

Reflect (p. 143)  
Answers will vary.

## VOCABULARY & LISTENING

B (p. 144)  
Answers will vary.  
1. stay in touch  
2. checking in  
3. checking out  
4. out of habit

C (p. 144)  
Answers will vary.

D (p. 144)  
a, c

E (p. 145)  
Accept reasonable shorthand / abbreviations.  
1. 277 mins  
2. 4 1/2 hrs  
3. hrs / wk  
4. 5 days / mo  
5. 2 mos / yr

F (p. 145)  
Answers will vary.  
1. Keep phone in pocket or bag while traveling to work or school or waiting in line.  
2. Avoid taking photos of everything and enjoy the view.  
3. Delete your favorite app on your phone.  
4. Write down what you notice when you are not on phone.

## READING

A (p. 146)  
1. product  
2. trouble  
3. work on

4. conscious  
5. actively  
6. effective  
7. otherwise  
8. require  
9. increase  
10. separate

B (p. 146)  
1. b 2. Answers will vary.

C (p. 146)  
1. walk 2. Draw 3. Stop

D (p. 147)  
1. uses for 2. walking 3. slowly 4. without

## WRITING

A (p. 148)  
**Paragraph 1.** First things first, you've got to figure out a creative business idea.  
**Paragraph 2.** Next, you'll need to put together a solid business plan.  
**Paragraph 3.** After that, you'll have to register your business.  
**Paragraph 4.** Finally, always keep in mind the value of networking.

B (p. 149)  
**Salutation: Hey Noor**  
**Opening paragraph:** Why you are writing: It's awesome to hear that you're thinking about starting a creative business in Bahrain. I'd love to share some tips to help you get going in the right direction.

**Body paragraph 1:**  
Topic sentence 1: First things first, you've got to figure out a creative business idea.

Supporting ideas: Do some research to identify your target audience, competitors, and potential gaps in the market.

**Body paragraph 2:**  
Topic sentence 2: Next, you'll need to put together a solid business plan.

Supporting ideas: This should outline your goals, financial projections, marketing strategies, and how you plan to run things day-to-day. A good business plan will be your roadmap.

**Body paragraph 3:**  
Topic sentence 3: After that, you'll have to register your business with the Ministry of Industry, Commerce, and Tourism in Bahrain.

Supporting ideas: In fact, it's a good idea to get some professional help for this part, too.

**Body paragraph 4:**  
Topic sentence 4: Finally, always keep in mind the value of networking.

Supporting ideas: Join local business groups and events to meet fellow entrepreneurs and potential clients.

Collaboration with other creative minds can be a game-changer.

**Concluding Paragraph:**  
Closing tips / reassuring phrases: In short, never forget that starting a business is a journey, and there may be challenges along the way. Just stay persistent and flexible. Learn from your experiences, and you'll do great!

## GRAMMAR

A (p. 150)  
Answers may vary. Suggested answer: The suffixes/endings change.

B (p. 150)  
awesome, creative, financial, marketing, professional, persistent, flexible

C (p. 150)  
creative  
economic (or economical)  
flexible  
original

persistent  
productive  
professional  
useful (or useless)  
careful (or careless)  
different  
financial  
important  
interesting (or interested)  
shocking (or shocked)  
substantial (or substantive)  
successful (or successive)

- D** (p. 151)
1. professional
  2. successful
  3. flexible
  4. creative
  5. problematic
  6. different
  7. useful
  8. productive
  9. original
  10. interesting

- E** (p. 151)
1. possible
  2. successful
  3. important
  4. easy
  5. difficult

## REVIEW & ASSESSMENT

- A** (p. 154)
1. otherwise
  2. trouble
  3. effective
  4. challenge
  5. substantial
  6. occupied
  7. previously
  8. usage
  9. device
  10. product

- B** (p. 154)
1. hire
  2. generate
  3. work on
  4. increase
  5. experiment
  6. analyze
  7. complain
  8. require
  9. delete
  10. improve

- C** (pp. 154–155)
1. wooden
  2. famous
  3. reliable
  4. passionate
  5. studious
  6. poisonous
  7. skillful / skilled
  8. noisy
  9. dangerous
  10. talkative

## UNIT 8 ANSWER KEY

### READING

- A** (p. 158)
1. development
  2. performance
  3. physical
  4. preferable
  5. access
  6. obvious
  7. acquire
  8. invent
  9. intelligence
  10. former

- B** (p. 158)
1. harmful
  2. grades
  3. development
  4. skills
  5. low-tech

**C** (p. 158)  
Traditional Schools: a, f, g  
Both: b  
Brightworks: c, d, e, h

**Reflect** (p. 159)  
*Answers will vary.*

## VOCABULARY & SPEAKING

- A** (p. 160)
1. d
  2. j
  3. i
  4. c
  5. g
  6. e
  7. h
  8. f
  9. a
  10. b

- B** (p. 160)
1. whether
  2. cooperate
  3. sense
  4. confidence
  5. ignore

**C** (p. 161)  
*Answers will vary.*

**D** (p. 161)  
Yes, I was in the computer club.  
No, I'm always studying.

**E** (p. 161)  
*Answers will vary.*

**Reflect** (p. 161)  
*Answers will vary.*

## VIDEO

- A** (p. 162)
1. look into
  2. compete
  3. cooperative
  4. transport
  5. accompany
  6. audience
  7. approximately
  8. remain
  9. animations

**B** (p. 162)  
*Answers will vary.*

**C** (p. 163)  
*Answers will vary.*  
He creates games that teach people about wild animals.

**D** (p. 163)  
c

- E** (p. 163)
1. F
  2. T
  3. NG
  4. T
  5. T
  6. NG

**F** (p. 163)  
*Answers will vary. Possible answers:*

1. It gives her name, gender, home, age, and information about her personality. It also shows a picture of her.
2. It gives this information to help people get to know and care about Fio.

3. It makes me care about her, and I want to make sure she is safe.

**Reflect** (p. 163)  
*Answers will vary.*

## GRAMMAR

**A** (p. 164)  
1. c (first part is purpose)  
2. b (first part is purpose)  
3. a (second part is purpose)

**B** (p. 164)  
1. To reach / In order to reach  
2. (in order) to meet  
3. (in order) to show  
4. To win / In order to win  
5. (in order) to learn  
6. (in order) to help

**C** (p. 165)  
1. To  
2. order  
3. To  
4. in  
5. not

**D** (p. 165)  
*Answers will vary.*

**E** (p. 165)  
*Answers will vary.*

**F** (p. 165)  
1. False. We use the infinitive of purpose to answer the question "Why?"  
2. True  
3. True  
4. False. The negative infinitive form = (In order) + not + to + base verb

## LISTENING & SPEAKING

**A** (p. 166)  
*Answers will vary.*  
1. take control of: to manage or guide something  
2. social skills: the ability to communicate with others  
3. for the most part: mostly, mainly

**B** (p. 166)  
*Answers will vary.*

**C** (p. 166)  
a, c

**D** (p. 167)  
**Cons of playing video games:**  
1. don't exercise 2. no friends 3. school, work, family  
4. some are addicted  
**Pros of playing video games:**  
5. develop thinking 6. find solutions 7. make quick decisions 8. develop strategies 9. better social skills  
10. sense of community 11. more confidence  
12. less loneliness

**E** (p. 167)  
*Answers will vary.*

**F** (p. 167)  
*Answers will vary.*

**Reflect** (p. 167)  
*Answers will vary.*

## READING

**A** (p. 168)  
1. distracting 2. material(s) 3. tend to 4. argue  
5. relevant 6. strategy 7. combination 8. look up  
9. convenient 10. nearby

**B** (p. 168)  
a. – b. 5 c. 2 d. 4 e. 3

**C** (p. 168)  
1. NG 2. F 3. T 4. T 5. F 6. T

**D** (p. 169)  
*Answers will vary.*

**Reflect** (p. 169)  
*Answers will vary.*

## WRITING

**A** (p. 170)  
4 sections – introduction, first paragraph: pros, second paragraph: cons, conclusion

**B** (p. 171)  
**Heading** To: The school principal  
From: Noor Salah  
Date: 18 March 2024

**Subject:** The Pros and Cons of Playing Video Games  
**Introduction** Briefly introduce the topic of the report: Video gaming is a popular pastime among our students, with many engaging in this form of entertainment on a daily basis. State the purpose of the report: The aim of this report is to examine the positive and negative aspects of playing video games.

Indicate the sources of information used for the report: The information included herein was collected from different sources, including students and the internet.

**Pros Topic sentence:** Video games have many benefits.  
Benefit 1: Above all, they can enhance students' skills, including critical thinking and creativity

Provide details and examples:  
Benefit 2: Gaming can also relieve stress.  
Provide details and examples: Some students said that it offers them an escape from daily pressures.

Benefit 3: Moreover, many video games encourage multiplayer modes.  
Provide details and examples: These encourage social interaction and teamwork.

**Cons Topic Sentence:** Excessive gaming can lead to many problems.  
Disadvantage 1: To start with, it can cause health issues like eye strain and sleep disorders.

Provide details and examples: Besides, some students reported that they are addicted to some games.  
Disadvantage 2: According to research, addiction leads to social isolation, as they spend less time with friends and family.

Provide details and examples:  
Disadvantage 3: Worst of all, some students believe that playing video games has affected their grades.  
Provide details and examples: A few stated that although they are good, they no longer enjoy going to school.

**Conclusion** Summarize the main findings of the report: In summary, playing video games among our students is a complex topic.  
Stress the complexity of the issue and the need for urgent action: Despite the numerous benefits, some students seem to be badly affected. The information gathered for this report reveals that they need urgent help.

Make some recommendations (at least one): I believe that our school has to take immediate action to support them.

## GRAMMAR

**A** (p. 172)  
1. c / even though  
2. a / although  
3. b / while  
4. d / despite

**B** (p. 172)  
although their grades are good...  
despite the numerous benefits...

C (p. 172)

Answers will vary. Possible answers:

1. While learning a second language may be difficult, speaking another language prepares you for different jobs.
2. Even though classrooms in low-tech schools might seem disorganized, experiential learning lets children develop life-long skills.
3. Although college graduates may find higher-paying jobs, many graduates will have trouble paying off large loans.
4. While the small business managed to thrive this year, the economy is facing some challenges.
5. The community came together to build a new school for the children even though they have limited resources.

D (p. 173)

1. The teacher said it's important to study Math even though you might not think so now.
2. While I agree with some of what you said, I think we should still do homework.
3. Although our group finished the activity last, we got all the answers correct./ Although we got all the answers correct, our group finished the activity last.
4. Even though I don't know all the words, I can understand the gist of the article.
5. While you can use a computer to find the meaning of a word, a dictionary is cheaper.

E (p. 173)

Answers will vary. Possible answers:

1. Even though taking classes you're not interested in can be boring, they often help you later on in life.
2. While attending a high-tech elementary school might make children less imaginative, a tech education will be useful in their careers.
3. While using a laptop in class seems useful, it may actually be easier to learn without one.
4. Even though attending an expensive, private university may cost a lot of money, it looks good on a résumé.
5. While having limited internet access is frustrating, it is better than places that have no internet access at all.

F (p. 173)

### Do Grades Matter?

**Despite** the ongoing debate about the significance of grades, many students still find themselves striving for top marks. **Although** some argue that grades might not accurately reflect a student's true potential, students often push themselves to excel academically. **Even though** they face the pressure of maintaining high grades, students continue to work diligently, juggling extracurricular activities and part-time jobs.

## REVIEW & ASSESSMENT

A (p. 176)

1. addicted
2. compete
3. distracting
4. nearby
5. obvious
6. disadvantage
7. performance
8. whether
9. physical
10. common

B (p. 176)

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

C (p. 176)

1. Although
2. To
3. While
4. even though
5. in order to

D (p. 177)

1. To ~~achieving~~ achieve your dreams, you must never stop learning.
2. In order to ~~making~~ make a difference in the world, start by being the change you wish to see.
3. Set ambitious goals to ~~inspiring~~ inspire yourself to work harder every day.
4. To ~~overcoming~~ overcome obstacles, you need determination and a positive attitude.
5. In order to ~~reaching~~ reach for the stars, you must first reach for your potential.
6. To change the world, ~~starting~~ start by changing yourself.
7. To ~~becomes~~ become a great leader, you must learn to serve others with humility.
8. In order to ~~success~~ succeed, you must believe in your abilities and never give up.
9. To ~~creation~~ create a bright future, you need to invest in your education and personal growth.
10. Don't be afraid to dream big; the sky is the limit when you ~~works~~ work hard.

Reflect (p. 177)

Answers will vary.

## UNIT 9 ANSWER KEY

### READING

A (p. 180)

1. trend
2. community
3. surrounded
4. rural
5. urban
6. virtual
7. powerful
8. advanced
9. paradox
10. privacy

B (p. 180)

Answers will vary. Possible answer:

The article might focus on how real and virtual communities are similar.

C (p. 180)

1. ✓
2. ✓
3. –
4. ✓
5. –
6. ✓

D (p. 180)

Answers will vary.

Reflect (p. 181)

Answers will vary.

### LISTENING

B (p. 182)

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

C (p. 183)

1. island
2. typical
3. green
4. expensive
5. Italy
6. apartment
7. mountainous
8. rich

D (p. 183)

Answers will vary.

Reflect (p. 183)

Answers will vary.



## VIDEO

**A** (p. 184)

- b
- a

**B** (p. 184)

Answers will vary. Possible answers:  
calm and interested

**C** (p. 185)

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

**D** (p. 185)

- conveniences
- relied on
- survival
- harvest
- adapt
- transformation

**Reflect** (p. 185)

Answers will vary. Possible answers:  
astronaut, farmer, miner, fisherman, gamekeeper, beekeeper,  
conservationist, port worker, tour guide, engineer

## GRAMMAR

**A** (p. 186)

- b
- b
- b

**B** (p. 186)

- it's/it is still possible to live from the land
- you've/you have lived here all your life
- the animal population has decreased in that time
- how you are continuing your traditional way of life
- how big the Inuit population is nowadays

**C** (p. 187)

- still exist
- you use igloos/them
- (you) how long it takes
- does an igloo have/does a hunting igloo have/does one have/does it have
- have (just) one room (, too)
- it/an igloo (very) cold inside

**Reflect** (p. 187)

Answers will vary.

## LISTENING & SPEAKING

**B** (p. 188)

- quality of life
- associated with
- suburb
- attachment
- distinctive
- surroundings
- historical
- aspects
- industrial
- proud

**D** (p. 189)

- surroundings
- (emotional) attachment/(emotional) connection/feeling of belonging
- a. special quality   b. your past   c. good or proud  
d. quality of life

**F** (p. 189)

Answers will vary.

## READING

**A** (p. 190)

- open to
- multicultural
- flexible
- beneficial
- bilingual
- mental
- accomplish
- function
- boost
- warn

**B** (p. 190)

- 
- 
- ✓
- 
- ✓
- ✓
- 
- ✓

**C** (p. 190)

Answers will vary. Possible answers:

- 1: . . . *It may sound almost impossible to achieve these things, but studies suggest there is . . .*
- 3: . . . *an average of about \$125,000 more . . .*
- 4: *For example, someone from a Japanese-Italian family . . .*
- 5: . . . *Just the process of learning a new language is beneficial because it boosts . . .*

**Reflect** (p. 191)

Answers will vary.

## WRITING

**A** (p. 192)

Answers will vary. Possible answers:

1. According to a recent documentary . . . (para. 3)
2. Recent studies have shown that using social media . . . (para. 2)
3. . . . not sleeping enough can cause serious health problems, including stress. (para. 3)
4. . . . they may feel their own life is not exciting enough. (para. 2)

**B** (p. 192)

### Introduction

Background information: Young people often want to join virtual communities because their friends are members.

Thesis statement: *There is increasing evidence that online communities can affect children and teenagers negatively.*

### Body paragraph 1

Topic sentence: Recent studies have shown that using social media a lot can cause emotional problems.

Supporting idea(s): people that spend a lot of time online more likely to feel worried/unhappy; FOMO: people post online about exciting things, someone reads posts and becomes upset—especially true for young people

### Body paragraph 2

Topic sentence: It is well-known that young people spend a lot of time looking at social media on their phones and tablets.

Supporting idea(s): documentary says looking at screens a lot can cause difficulty sleeping; young people especially need a lot of sleep; not enough sleep can cause serious health problems like stress

### Body paragraph 3

Topic sentence: Additionally, spending too much time online can have a negative impact on young people's education.

Supporting idea(s): Children who don't study enough find it hard to be successful.

### Conclusion

Summary sentence: *Virtual communities are good in some ways, but they can affect young people's mental and physical health, as well as their future success.*

Final thought: Parents and other adults should limit how much time children and teenagers spend in these communities.

## GRAMMAR

**A** (p. 194)

- use
- posts
- create
- helps

**B** (p. 195)

- provides
- spend
- involves
- comments; gives
- does not/doesn't share
- are
- keep
- does not/doesn't trust

**C** (p. 195)  
*Answers will vary.*

**D** (p. 195)  
Many of my friends at school ~~doesn't~~ **do not/don't** seem to understand the importance of privacy settings on their social media accounts. Some of them ~~believes~~ **believe** that sharing personal information online ~~don't~~ **does not/doesn't** carry any risks. My teachers always ~~emphasizes~~ **emphasize** the need for stronger passwords, but some students still ~~uses~~ **use** easily guessable ones. Our school occasionally ~~send~~ **sends** out reminders about updating privacy settings, but many of the students ~~ignores~~ **ignore** these messages. As you ~~knows~~ **know**, students often ~~spends~~ **spend** hours on social media every day, and their parents ~~worries~~ **worry** about their online safety. The principal often ~~talk~~ **talks** about the dangers of cyberbullying, but the students still ~~doesn't~~ **do not/don't** fully grasp the severity of the issue.

## WRITING

**A** (p.196)  
*Answers will vary.*

**B** (p.197)  
*Answers will vary.*

**C** (p.197)  
*Answers will vary.*

**D** (p.197)  
*Answers will vary.*

**E** (p.197)  
*Answers will vary.*

**F** (p.197)  
*Answers will vary.*

## REVIEW & ASSESSMENT

**A** (p. 198)  
1. i  
2. e  
3. c  
4. h  
5. g  
6. j  
7. f  
8. b  
9. d  
10. a

**B** (pp. 198–199)  
1. multicultural, bilingual  
2. warn, flexible  
3. beneficial, boosts  
4. accomplish, adapt  
5. trend, privacy  
6. powerful, paradox  
7. advanced, virtual  
8. urban, rural, surrounded

**C** (p. 199)  
1. Can you tell me if you have ever experienced cyberbullying?  
2. Can you explain how you try to stay safe online?  
3. Can you tell me what types of technology you use daily?  
4. Can you tell me what forms of technology you could live without?

**D** (p. 199)  
1. encourage 2. does 3. change 4. work 5. are

**Reflect** (p. 199)  
*Answers will vary.*

## UNIT 10 ANSWER KEY

### READING

**A** (p. 202)  
1. nation 2. symbolize 3. occur 4. divide 5. official  
6. values 7. illustrate 8. fusion 9. abstract 10. vlogger

**B** (p. 202)  
1

**C** (p. 202)  
1. – 2. ✓ 3. ✓ 4. – 5. –

**D** (p. 202)  
1. explain  
2. influence  
3. popular and well known  
4. countries or large areas  
5. in the beginning

**Reflect** (p. 202)  
*Answers will vary.*

### LISTENING

**A** (p. 204)  
1. offend, cases  
2. stereotype, debate  
3. admiring, valuable  
4. influence, meaning  
5. particular, original

**B** (p. 204)  
1. Japanese  
2. Pokémon  
3. American  
4. Avatar

**C** (p. 205)  
Are you familiar with . . . ?

**Reflect** (p. 205)  
*Answers will vary.*

### VIDEO

**A** (p. 206)  
*Answers will vary. Correct answer: 2*

**B** (p. 206)  
1. world  
2. healthy  
3. offend (people from)  
4. questions

**C** (p. 207)  
1. d  
2. c  
3. a  
4. b

**D** (p. 207)  
1. negative  
2. traditional  
3. valuable  
4. profit

**E** (p. 207)  
*Answers will vary. Possible answers:*  
Background examples: the obelisk from Egypt, sidewalk cafés from France, pizza from Italy, yoga from India, blues music from the south of the United States, the hammock from Central America, the Parka coat from the Inuit near the Arctic Circle  
Arguments for example: pizza, the parka coat  
Arguments against example: Native American headdresses, traditional Samoan designs, like the pe'a

Conclusion example: Am I helping to create a negative image or stereotype of another culture? Does this thing I am borrowing have a special spiritual or traditional meaning? Could my use of it make its meaning less important or valuable? Am I making a profit from this thing at someone else's expense, or will they also benefit?

**Reflect** (p. 207)

*Answers will vary.*

## GRAMMAR

**A** (p. 208)

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

**B** (p. 208)

1. should
2. could
3. had to
4. can, can't
5. may
6. Could

**C** (p. 209)

*Answers will vary. Possible answers:*

1. have to/must; could/might
2. can/could/might
3. may/might/should; could/might/may
4. should; could/may/might

**D** (p. 209)

*Answers will vary.*

## LISTENING & SPEAKING

**A** (p. 210)

*Answers will vary. Correct answers:*

Arabic—caravan, sofa; Chinese—tea, typhoon; French—café, croissant; German—delicatessen, burger; Hindi/Punjabi—guru; Italian—piano, umbrella; Japanese—emoji, karaoke; Russian—balaclava; Spanish—mosquito, siesta; Urdu—pajamas

**B** (p. 210)

1. versions
2. complicated
3. logical
4. pronounce
5. expression
6. replaced
7. suitable
8. predictable
9. Similarly
10. translate

**C** (p. 210)

*Answers will vary.*

**D** (p. 211)

1. Arabic influenced Spanish; French and Latin influenced English; Chinese writing influenced Japanese and Korean.
2. pronunciation, vocabulary, grammar
3. Interesting expressions, like "back of beyond" and "good on ya"
4. no suitable word in the borrowing language; the borrowed word expresses an idea better or in fewer words
5. German: classic car; English: older, experienced person
6. digital camera; simplifying and shortening a word

## READING

**A** (p. 212)

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

**B** (p. 212)

*Answers will vary. Brands mentioned include: Giordano, Häagen-Dazs*

**C** (p. 212)

- a. 4 b. 5 c. 2 d. – e. 3

**D** (p. 212)

*Answers may vary in wording but should contain these ideas:*

1. the Internet and international travel
2. so that they can sell products and provide services to make money
3. two of these three: choose a name that is easy to read, is easy to say, and does not have a negative meaning in any language in their target markets
4. because the owner thought customers would have a positive impression of Italian clothing

## WRITING

**A** (p. 214)

1. When you think of Scotland, you think of all the beautiful things that make it special
2. Kilts – cool skirts made from wool with colourful tartan – a symbol of Scotland's strong spirit and history.
3. Bagpipes - unique musical instruments proudly represent Scotland
4. kilts and bagpipes are inseparable symbols of Scottish heritage

**B** (p. 215)

**Title:** *Exploring Scotland's Magic*

**Introduction:**

A. Setting the context: Scotland's most beautiful features include art, stories, and delicious food.

B. Identification of two unique symbols: *kilts and bagpipes.*

**Body Paragraph 1:**

A. The first symbol that reflects Scotland's spirit and history: *kilts*

B. Describe the symbol: *skirts made from warm wool with colorful lines called tartan.*

C. Why this symbol is important: *They're a symbol of Scotland's strong spirit and history.*

**Body Paragraph 2:**

A. The second symbol that represents Scotland: *bagpipes*

B. Describe the symbol: *unique musical instruments. They've got a bag and some pipes. Someone blows into the bag and air comes out of the pipes to make a sound.*

C. Why this symbol is important: *They've been around for a long time and are played at events.*

**Conclusion:**

Your final comment: *For me, kilts and bagpipes are inseparable symbols of Scottish heritage.*

Emphasize the role of these two symbols in preserving Scotland's cultural identity: *They are old cultural treasures that you can touch and hear.*

## GRAMMAR

**A** (p. 216)

1. a. person/thing b. action
2. a. person/thing b. action

**B** (p. 216)

1. Bagpipes are played during traditional Scottish ceremonies and events by skilled musicians.

2. Considerable quantities of salmon is exported to international markets by Scotland.

3. Many influential novels were written in the 19th Century by Sir Walter Scott.

4. The unique cultural heritage can be celebrated during traditional festivals by the Scottish people.

5. The telephone was invented in the late 19th Century by Alexander Graham Bell.

**C** (p. 217)

1. is eaten 2. be seen 3. is spoken 4. be heard 5. were built 6. is worn 7. is made 8. was invented, is played

**D** *Answers will vary.*

**E** (p. 217)

*Feijoada* is a symbol of Brazil. In fact, it **is** sometimes called the Brazilian national dish even though it is also eaten in many other nations. The dish includes beans, meat, and sometimes vegetables. The color of the beans depends on

where the dish <sup>2</sup>is made. In most parts of Brazil, black beans are <sup>3</sup>use **used**, but in some parts, feijoada can be made with brown or red beans. Traditionally, feijoada is cooked slowly in a clay pot over low heat. After it is ready, it <sup>4</sup>is usually/usually is served with white rice and slices of orange. In some parts of Brazil, the custom is to have feijoada on Wednesdays and Saturdays. In other parts of the country, it is traditionally <sup>5</sup>eat **eaten** on Fridays.

## WRITING

**A** (p.218)

*Answers will vary.*

**B** (p.219)

*Answers will vary.*

**C** (p.219)

*Answers will vary.*

**D** (p.219)

*Answers will vary.*

**E** (p.219)

*Answers will vary.*

**F** (p.219)

*Answers will vary.*

## REVIEW & ASSESSMENT

**A** (p. 220)

1. official; expressions
2. fusion; nations
3. values; symbolize
4. occur; divide
5. trading; impression

**B** (pp. 220)

1. spoken
2. to be pronounced
3. should
4. may
5. must
6. can
7. designed
8. are

**C** (pp. 221)

1. Delicious meals are prepared by the chef for the customers.
2. A vibrant cultural festival is organized by the local community every summer.
3. A new manager was hired by the company last month.
4. This problem can be solved easily.
5. The construction of the new building has been completed by the workers.
6. The project will be finished by next week.
7. A diverse collection of contemporary art and historical artifacts is showcased by the museum.
8. Traditional songs at various cultural events throughout the year have been performed by the Shabab Al Hidd Band.