

حلول كتاب الطالب للوحدة الأولى والثانية



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

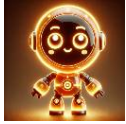
موقع المناهج ← مناهج مملكة البحرين ← الصف الثالث الثانوي ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثالث الثانوي



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة الوحدة الرابعة مادة اللغة الإنجليزية الاختبار الثالث Eng 301 تجاري

1

مراجعة الوحدة الاولى مادة اللغة الإنجليزية الاختبار الثالث Eng 301 التجاري

2

مراجعة الوحدة الثانية مادة اللغة الإنجليزية الاختبار الثالث Eng 301 تجاري

3

مراجعة الوحدة الثالثة مادة اللغة الإنجليزية الاختبار الثالث Eng 301 تجاري

4

المراجعة النهائية لمادة اللغة الإنجليزية

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Google Play (أندرويد)

تطبيق المناهج على Store App (آبل)

UNIT 1 ANSWER KEY

Unit 1 (p. 3)

1. *Answers will vary. Possible answer:* The photo shows something that isn't typically associated with workspaces, swing seats, located within an office space. The designers of the building must have wanted to include a playful feature. The designers have 'played with design'.
2. *Students' own answers.*

Lesson 1

A (p. 4)

1. key
2. overcome
3. elements
4. vital
5. unsuitable
6. exchange
7. encourage
8. range
9. treat
10. worthwhile

B (p. 4)

Students' own answers.

C (p. 4)

1. 5, d. one of the key benefits of play
 2. 1, f. value for people of every age
 3. 3, b. both employers and employees
 4. 4, a, a success for children in Finland
 5. 2, e. people with mental health issues
- c. is the extra phrase

D (p. 4)

Answers will vary. Possible answers:

1. NI
2. I: The text says "... life skills to people who suffer from depression to help them ... enjoy life." This suggests that some depressed people do not enjoy life.
3. NI
4. I: The text mentions Finland's "... curriculum for younger learners." This suggests that there may be a different curriculum for older children.
5. NI

REFLECT (p. 5)

Students' own answers.

Lesson 2

A (p. 6)

1. link
2. diagram
3. significant
4. represent
5. documented
6. exact
7. form
8. symbol
9. apart
10. abstract

B (p. 6)

Students' own answers.

C (p. 7)

1. the Mexican artist Frida Kahlo and her husband, Diego Rivera
2. traditional Mexican clothes
3. peace
4. It's complicated

D (p. 7)

1. is holding
2. There's
3. flying
4. There appear

REFLECT (p. 7)

Students' own answers.

Lesson 3

A (p. 8)

1. 1. The geometric symbols that are often found next to animal forms in early (Stone Age) cave art
2. (Early Stone Age sites in) France, Spain, Portugal and Italy
3. The same (geometric) symbols/signs
4. That the signs were an early method of communication; they represented significant things in these people's lives.
5. That the symbols could be some early form of written language
6. A necklace (made of deer teeth) from 16,000 years ago with (combinations of) the same symbols

B (p. 8)

1. 38,000
2. 17,000
3. 52
4. 32
5. 65
6. 4,000
7. 5,000
8. 16,000

C (p. 9)

1. document
2. significant
3. communicate
4. cave symbols
5. combinations
6. link

REFLECT (p. 9)

Students' own answers.

Lesson 4

A (p. 10)

1. I got up, had a shower and made breakfast.
2. Before she moved to Bahrain, she had built a house on Amwaj Island.

Sentence 1 shows a sequence of actions (getting up, then having a shower, then making breakfast).

Sentence 2 shows that one action happened before another (the action of building the house (*had built*) happened earlier than the action of moving to Bahrain (*moved*)).

B (p. 10)

1. had noticed
2. was
3. began
4. concluded
5. had found
6. developed

C (p. 11)

1. published
2. had made
3. described
4. had found
5. said
6. were
7. thought
8. had added

D (p. 11)

1. I had never heard about cave art before this lesson.
2. I already seen paintings by Frida Kahlo.
3. This lesson wasn't as easy as I had expected.
4. I hadn't thought about the importance of play before today.

REFLECT (p. 11)

Students' own answers.

Lesson 5

A (p. 12)

1. appropriate
2. stand for
3. universal
4. come across
5. species
6. came up with
7. date back
8. indicate
9. started out
10. initials

B (p. 12)

Students' own answers.

C (p. 13)

1. They are unique to humans. / Only humans use symbols to communicate.

2. Symbols that are very clear representations of an idea and symbols that are more abstract

3. The abstract ones

D (p. 13)

Symbol	Meaning	When it dates back to	Connection to meaning
√	Correct answer or choice in English-speaking countries Incorrect answer or choice in Sweden and Japan Originally: to tick off items on a list	Roman times, around 2,000 years old or older	It represents the letter v in Latin, and stands for the word <i>veritas</i> , meaning true.
@	<i>at</i> (in email addresses) <i>each at</i> (to indicate cost)	The 17th century, but it was connected to computing in the 1970s	It may have been the letter e with the letter a inside of it to represent the words <i>each at</i> . It connects individuals' names to their computers' names in email addresses.
⌘	It represents Bluetooth.	1996	The symbol is a combination of King Harald Bluetooth's initials, <i>H</i> and <i>B</i> , in Old Norse writing. King Harald united Denmark, and Bluetooth connects devices.

E (p. 13)

1. a. happiness b. (a) one-way street c. where to put your coat d. Wi-Fi is available
2. Sweden, Japan
3. v, veritas (true in Latin)
4. 100 bananas, 1 cent each, \$1
5. the individual's name, the computer's name
6. H, B (in Old Norse writing)
7. Denmark
8. they came from, they mean

REFLECT (p. 13)

Students' own answers.

Lesson 6

A (p. 14)

Students' own answers.

B (p. 14)

1. The design tries to get drivers to slow down at crosswalks.
2. Answers will vary.

C (p. 14)

Statements 1, 4, and 8 are less important points or details. Statement 7 describes an idea that is not mentioned in the article.

D (p. 14)

- a. 2 b. 4 c. 3 d. 5 e. 4 and 5 f. 5

REFLECT (p. 15)

Students' own answers.

Lesson 7

A (p. 16)

Students' own answers.

B (p. 17)

1. 1 and 4 2. 1 and 3 3. 2 4. Any three of these: they are purchased (para. 2), It's (then) separated (para. 2), raw materials are made (para. 4), materials are turned into (para. 4) 5. Any three of these: The process begins when (para. 2), After someone has finished using the product (para. 2), It's then separated (para. 2), After that, these materials (para. 3), Then new raw materials (para. 4), When the new materials are ready (para. 4), Finally, when the new product is ready (para. 5)

C (p. 17)

Title: The Cradle-to-Cradle Design Process

Introduction: Overview of the process

Details: There are two connected cycles, **a biological cycle and a technical cycle**. The biological cycle makes things from **wood or plants**. The technical cycle makes things from **metal or plastic**.

Paragraph 1: The process

Details: The process begins when a **company makes a new product with biological and technical** parts. The products go to **stores**, they are purchased **by customers**. After someone has finished using the product, it **goes back to the manufacturer** where it is **separated into biological and technical parts**.

Paragraph 2: The technical cycle

Details: The company recycles **old materials to produce new raw materials**. The materials go to a factory where workers make **the raw materials into new parts**.

Paragraph 3: The biological cycle

Details: Plant materials **decompose or break down**, so this helps **new plants grow** and make new raw materials which go to a factory and are turned **into new parts**.

Paragraph 4: The end of the process

Details: After the new product is bought, **the cycle starts again**.

D (p. 17)

Students' own answers.

Lesson 8

A (p. 18)

1. scary (describes the noun "movies"), comes before the noun it describes
2. summer (describes the noun "job"), comes before the noun it describes
3. importance of play (describes what the article is about), comes after the noun it describes .

B (p. 18)

1. This book is difficult but interesting.
2. It's an exciting film about robots.
3. These trainers are expensive.
4. She is a fantastic maths teacher.
5. We're having a surprise party for Ryan.

C (p. 19)

1. The design process is easy to follow.
2. He's a graphic designer in San Diego.
3. My new phone is amazing but expensive.
4. Our office manager is usually very friendly.
5. The art museum in town is closed today.

D (p. 19)

Typical **designed processes** have four separate stages. In the first stage, designers think about the needs of a wide **variety of users**. After this, they brainstorm and analyse several possible ideas. The third stage of the process involves designing and developing the idea from the second stage that is the best. When this stage is finished and the design is nearly final, the designers usually ask **a an** experienced group of users for opinions and suggestions about the design. If necessary, the designers then repeat some earlier stages of the process in order to improve their **final design final**. Following a design process like this one may not seem very **exciting**, but it is important to make sure that the quality of the final product is good.

E (p. 19)

Students' own answers.

Lesson 9

A (p. 20)

1. To describe the stages in a toy design process

2. Six steps 3. All of the steps. You should describe and summarise each step in the process. 4. You should describe them in the order indicated by the number of the step.

(p. 21)

Students' own answers.

Lesson 10

A (p. 22)

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

B (p. 22)

1. started; had never heard
2. arrived; had left
3. was; had happened
4. got; had already started
5. asked; still had not corrected

C (p. 23)

1. The diagram is **an easy process to understand**.
2. My sister has an important **job interview** this afternoon.
3. We had an **open book** test today.
4. He's an excellent **football player**.
5. These old jeans are **worn out but comfortable**.

D (p. 23)

1. analysis
2. analyse
3. explain
4. pull together
5. recognises
6. process

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)

1. principle
2. flaw
3. component
4. extract
5. sustainable
6. claim
7. harmony
8. wear out
9. collaborate
10. eliminate

B (p. 26)

Answers will vary. Possible answer:

A combination. We still throw a lot of things away, but we also do some recycling.

C (p. 26)

a. 6 b. – c. 3 d. 7 e. 5 f. 4 g. 2

D (p. 26)

1. e-waste; 2. recycling; 3. refurbishing;
4. raw materials; 5. component

REFLECT (p. 27)

Students' own answers.

Lesson 2

A (p. 28)

1. emissions 2. brand 3. destruction; 4. cost
5. chemicals 6. gallon 7. clothing 8. fabrics;
9. manufacture 10. accelerating

B (p. 29)

Students' own answers.

C (p. 29)

Answers will vary. Possible answers:

Biggest advantages: a huge amount of choice/you can always find something you like

Biggest disadvantages: a lot of the jobs in fast fashion are dangerous/they are badly paid

D (p. 29)

1, 4, 5

REFLECT (p. 29)

Students' own answers. Possible answers:

Pros: low price, choice, allows all incomes to be fashionable, jobs in many countries

Cons: toxic to workers, harmful to environment, wasteful

Lesson 3

A (p. 30)

1. approach, b; 2. discard, c; 3. edible, a; 4. generates, c;
5. peers, a; 6. profitable, b; 7. just, b; 8. tackle, a;
9. toxic, b; 10. turnover, c

B (p. 30)

Students' own answers.

C (p. 31)

Problems: 1. d; 2. c; 3. e; 4. a; 5. b

Solutions: 6. e; 7. a; 8. b; 9. c; 10. d

D (p. 31)

1. the oil industry; 2. send them back; 3. peer-to-peer;
4. are edible / can be eaten; 5. tons of plastic;
6. reasonable fee

REFLECT (p. 31)*Students' own answers.***Lesson 4****A** (p. 32)

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

B (p. 33)**Predictions:** 2, 6**Plans:** 1, 8, 9**Arrangements:** 4, 5, 7**Possibilities:** 3, 10**C** (p. 33)

1. you'll pass
2. 'm not coming
3. 're leaving
4. 'm going to look
5. might not be

REFLECT (p. 33)*Students' own answers.***Lesson 5****A** (p. 34)*Students' own answers.***B** (p. 35)

1. solutions; 2. technology; 3. scientist; 4. fashion

C (p. 35)*Answers will vary.*

1. \$1.4 tril.;
2. 100 bil.;
3. 26K sq. mi.; 10%;
4. 100 mil.;
5. (almost) 2K gal.;
6. (around) 50 mil. tn.;
7. 40 mil. tn.;
8. (about) 300 bil.

REFLECT (p. 35)*Answers will vary. Possible answers:*

1. People are wearing an item of clothing for fewer days than they have in the past.
2. Online fashion sales have been increasing.

Lesson 6**A** (p. 36)

1. purchases;
2. possessions;
3. key;
4. Turn to;
5. survey;
6. demand;
7. renewable;
8. extend;
9. ownership;
10. upgrade

B (p. 36)*Answers will vary. Possible answers:*

1. Usership means we pay a small amount of money to use something.
2. Usership is different from ownership because ownership means the state of owning something.

C (p. 36)

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

D (p. 36)

1. IKEA;
2. IKEA and Fairphone;
3. IKEA and Fairphone;
4. Fairphone;
5. Fairphone;
6. IKEA;
7. IKEA and Fairphone

REFLECT (p. 37)*Students' own answers.***Lesson 7****A** (p. 38)

15 benefits.

Paragraph 1: By prioritising the reuse, repair, recycling, and regeneration of materials, this model presents numerous environmental, economic, and social benefits that can help pave the way for a sustainable future.

Paragraph 2: reduce environmental degradation; maximising the lifecycle of materials, thereby reducing the demand for raw materials and decreasing waste production. This not only conserves resources but also leads to cleaner air, water, and soil.

Paragraph 3: encourages innovation and can ensure greater economic resilience; can invest in new markets; reduce costs; fosters job creation; contributing to economic growth and stability.

Paragraph 4: more equitable growth; supports community-based initiatives; empower local economies; encourages consumers to consider the full lifecycle of the products they purchase, fostering a cultural shift towards sustainability.

Paragraph 5: address critical environmental issues, stimulate economic growth, and promote a more sustainable and equitable global community.

B (p. 39)

Title: Embracing a Circular Economy: A Pathway to Sustainable Development on the Environment

Hook: where nothing goes to waste—where every product is designed for a second life.

Background information: The circular economy offers a sustainable alternative to the traditional linear economic model of "make, use, and throw away."

Thesis statement: By prioritising the reuse, repair, recycling, and regeneration of materials, this model presents numerous environmental, economic, and social benefits that can help pave the way for a sustainable future.

Paragraph 1: Environmental benefits

Topic sentence: Its potential to reduce environmental degradation.

Supporting details: It maximises the lifecycle of materials, conserves resources and leads to cleaner air, water, and soil.

Paragraph 2: Economic advantages

Topic sentence: It encourages innovation and can ensure greater economic resilience.

Supporting details: Businesses can invest in new markets, companies can reduce costs with raw material provision and waste management, it fosters job creation and contributes to economic growth and stability.

Paragraph 3: Social implications

Topic sentence: It can lead to more equitable growth.

Supporting details: It supports community-based initiatives, which can empower local economies, it encourages consumers to consider and foster a cultural shift towards sustainability.

Conclusion

Summary: The circular economy represents a transformative approach to the way we produce, consume, and think about resources.

Final thought: By adopting this approach, societies can address critical environmental issues, stimulate economic growth, and promote a more sustainable and equitable global community.

C (p. 39)

Students' own answers.

Lesson 8

A (p. 40)

1. b; 2. a

B (p. 41)

1. eaten / had
2. 'll
3. be
4. sleeping
5. have
6. will
7. have

C (p. 41)

1. he'll be living
2. I'll have passed
3. Will you be waiting
4. won't have finished
5. won't be studying

D (p. 41)

Students' own answers.

Lesson 9

Students' own answers.

Lesson 10

A (p. 44)

1. believe
2. worked together
3. parts
4. end completely
5. take out

B (p. 44)

1. key
2. possessions
3. demand
4. extend
5. ownership

C (p. 44)

1. I'll ~~waiting~~ outside if you need me.
2. We're ~~playing~~ ~~it~~ ~~play~~ against a strong team next weekend.
3. His grades are very low. There's no way he'll ~~pass~~ ~~s~~ ~~passing~~ this course.
4. I'm going ~~might~~ ~~go~~ the restaurant with Bob. We've booked a table for 8 pm.
5. Let's not go to that shop. I think it'll ~~be~~ ~~s~~ too full of people today.
6. I'm ~~starting~~ ~~it~~ ~~start~~ tennis lessons on Monday. I'm really excited.
7. Ask your teacher if you need help! I'm sure he ~~won't~~ ~~mind~~ ~~isn't~~ ~~mind~~.

D (p. 45)

1. Will you have prepared
2. will have been married
3. I'll have spent
4. we'll be visiting
5. won't have finished

E (p. 45)

1. thesis
2. claim
3. evidence
4. hook
5. final
6. sentence
7. short

F (p. 45)

Students' own answers.

UNIT 3 ANSWER KEY

Unit 3 (p. 47)

Students' own answers.

A (p. 48)

1. primarily; 2. evolve; 3. origin; 4. contagious;
5. threatening; 6. engage in; 7. innate; 8. emerge;
9. industrialised; 10. distinguish

B (p. 48)

Laughter has primarily a social function.

Students should highlight the following sentences.

Paragraph 2: First of all, we are not the only species that laughs.

Paragraph 3: Most scientists agree that laughter has always been part of social relationships.

Paragraph 4: They believe there are actually two types of laughter, and these emerged at different times in human history.

Paragraph 5: Robert Provine, an expert on laughter, believes that involuntary laughter kept—and still keeps—social relationships positive and friendly in social groups.

Paragraph 6: Unlike involuntary laughter, voluntary laughter is under our control and sounds almost, but not exactly, the same according to Gervais and Wilson.

Paragraph 7: We are able to recognise the difference between the two types of laughter; voluntary laughter sounds a bit fake.

Paragraph 8: Bryant found, though, that age and location of participants affected how easily they could distinguish between voluntary and involuntary laughter.

C (p. 48)

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

D (p. 48)

- two types of laughter
- Laughter is a signal that says, "We are all friends; there is no trouble here."
- Although these two types of laughter sound similar, we are able to recognise the difference.
- people

REFLECT (p. 49)

Students' own answers.

Lesson 2

A (p. 50)

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

B (p. 50)

- My country in general: very important
- My country in general: on TV
- My country in general: slapstick

C (p. 51)

- My generation: very important
- My generation: on mobile phones
- My generation: practical jokes, surreal humour

D (p. 51)

Students' own answers.

E (p. 51)

Students' own answers.

F (p. 51)

- walks** ~~walked~~; 2. **sign** ~~poster~~; 3. **assistant** ~~owner~~;
- dangerous** ~~tired~~

REFLECT (p. 51)

Students' own answers.

Lesson 3

A (p. 52)

- problematic; 2. deliberately; 3. humorous;
- exaggerated; 5. reality; 6. essentially; 7. logical;
- relieve; 9. comedian; 10. victim

B (p. 52)

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

C (p. 53)

- in the face; 2. exaggerated slapstick; 3. is in reality;
- more popular; 5. European countries;
- easily shared; 7. the victim; 8. on the moon;
- wrong meaning; 10. in English

D (p. 53)

- laughing with: to join with others in laughing;
- laughing at: to focus your laughter at someone or something, often unkindly; 3. laugh about: to find something funny

REFLECT (p. 53)

Students' own answers.

Lesson 4

A (p. 54)

1. b; 2. a; 3. c

B (p. 54)

- funnier than; 2. as humorous as; 3. more easily;
- as much as; 5. more comedies than

C (p. 55)

- more homework than; 2. more friends than;
- more clothes than; 4. more independent than;
- as much as; 6. better than

D (p. 55)

- Humour is more commonly shared between friends than people you have just met.
- The first joke was much funnier than the rest of the jokes in the show.
- Do you play more tennis now that the weather is warmer?
- I don't really understand surreal humour as much as I do other types.

REFLECT (p. 55)

Students' own answers.

Lesson 5

A (p. 56)

Students' own answers.

B (p. 56)

- the person in the joke
- strange or unexpected in that situation
- turns out OK and we feel better
- a rule or norm but in a safe way

C (p. 56)

Answers will vary. Possible answers:

- because we feel less stupid than them/it makes us feel superior;
- wordplay and surreal humour;
- in the desert;
- Not everything that is incongruous is amusing./

Many incongruous things are annoying or dangerous./It's too simple. **5.** It turns into relief. **6.** wordplay; **7.** harmless/not dangerous; **8.** The meaning of the word

D (p. 57)

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

REFLECT (p. 57)

Students' own answers.

Lesson 6

A (p. 58)

Students' own answers.

B (p. 58)

1, 3, 5

C (p. 58)

Students should highlight the following sentences:

Paragraph 3: He concluded that like the laughter that evolved among early humans, people today use laughter to form and strengthen social bonds.

Paragraph 4: When Provine began to look closely at his data, he found interesting patterns in who laughed most and when they laughed.

Paragraph 5: Laughter plays a significant role in relationships.

Paragraph 6: Yet, even this kind of laughter turns out to be social.

Paragraph 7: When you laugh with other people, you are expressing friendship. What about when you laugh at other people?

Main idea of the whole article: Laughter has a primarily social function.

D (p. 58)

1. c; **2.** b; **3.** c **4.** a; **5.** b; **6.** c; **7.** a; **8.** b

REFLECT (p. 59)

Students' own answers.

Lesson 7

A (p. 60)

1. how age affects our ability to distinguish between involuntary and voluntary laughter

2. yes

B (p. 61)

Title: Research Report on Age and Laughter

Introduction: Explanation of overall topic: Laughter is a common form of social behaviour, but it is also very individual. If you listen, you notice that everyone has a different laugh.

Background information: Research done in the past 30 years suggests that we all recognise different types of human laughter.

Paragraph 1: Summary of previous research

Results of previous studies: All laughter promotes social bonds; there are two types of laughter, involuntary and voluntary; people from all cultures can tell the difference; laughing has always had a social function.

Definitions for voluntary and involuntary laughter:

Involuntary laughter is automatic, whereas voluntary laughter can be controlled.

Paragraph 2: Purpose of current research

A statement of the goal(s) of the current study: It will show how age affects our ability to distinguish between involuntary and voluntary laughter.

An explanation of problems in past research: Although other studies have researched the impact of age, they did not include participants older than 40. This research will add to our knowledge of this topic and show in more detail how this ability changes with age.

Paragraph 3: Research procedures

A description of how the study was done: The research began with an explanation of the difference between the two types of laughter. The participants listened to 10 short recordings of involuntary and voluntary laughter. After listening to each recording, participants wrote if they thought the laughter was involuntary or voluntary.

A description of the participants: This research included 40 people: 22 women and 18 men from age 10 to 63.

Paragraph 4: Results and discussion

A comparison of current results to previous results: The results show that accuracy increased with age. There was a steady increase in accuracy with age, except in the oldest group. Previous research suggests that voluntary laughter is learnt behaviour.

An interpretation of what the results might mean: The ability to distinguish between the two types of laughter is also learnt over time.

Conclusion: Suggestions for future research: Future research should include more participants, as well as participants older than 63.

Summary: The results of the research show that age affects our ability to distinguish types of laughter.

C (p. 61)

Students' own answers.

Lesson 8

A (p. 62)

Word in front: noun: sister; **Word class:** participle phrase; **Bold words:** describes the state or action of the sister (providing additional information about her).

2. Word in front: noun: joke; **Word class:** prepositional phrase; **Bold words:** indicates the source of the joke (providing information about its origin).

3. Word in front: noun: effort; **Word class:** infinitive phrase; **Bold words:** explain the purpose or aim of the effort (providing a reason or goal).

B (p. 63)

1. Noun + participial phrase: research done in the past 30 years.

2. Noun + infinitive phrase: However, he found that adults have a better ability to judge the difference than children.

3. Noun + prepositional phrase: The results of the study show that accuracy increased with age.

4. Noun + participial phrase: The results of the research show that age affects....

C (p. 63)

Answers will vary. Possible answers:

1. Researchers listened to laughter between friends.

2. Provine observed people sitting in cafes.

3. What's the most important quality of a good friend?

4. The results described in this article will change the field.

5. Laughter is a great way to relieve stress and stay healthy.

6. I usually laugh when I hear a joke about animals.

7. I am interested in articles written by my professors.

8. I had the opportunity to meet my favourite author.

D (p. 63)

Students' own answers.

E (p. 63)

Laughter is an important way to make people feel happier and less stressed. It helps **in** improve communication and brings people closer together. When people laugh, they release hormones **that make for making** them feel more relaxed. Some types of laughter, like a sudden laugh **that comes coming** from surprise, can change the mood of a situation quickly. Other times, laughter is used to **show showing** nervousness or discomfort, helping to reduce tension. In friendship relationships, laughter can create a stronger bond and make conversations more enjoyable. Laughter is also known **to for** improve health by reducing stress and even boosting the immune system. Overall, laughter plays an important role in **to** helping people feel good, both physically and emotionally, and in improving their connections with others.

Lesson 9

Students' own answers.

Lesson 10

A (p. 66)

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

B (p. 66)

1. I think that surreal humour is much **stranger** than slapstick. I really don't understand it at all!

2. In my social group, telling jokes is not as popular **as** memes.

3. I couldn't understand a word that the comedian said as he spoke so much **faster** than the others.

4. My father knows as **many** funny stories as my mother.

5. I really think that slapstick is **less** popular than practical jokes.

6. My family loves wordplay and thinks it is more **hilarious** than practical jokes.

7. I don't like surreal jokes **as** much as my best friend, who adores them!

8. Now that it's getting warmer, I don't play as **much** tennis as I do in cooler weather.

C (p. 67)

1, 5 should be completed with prepositional phrases.

2, 4, 6 should be completed with infinitive phrases.

3 should be completed with a participial phrase.

D (p. 67)

1. shorter

2. relevant

3. highlight

4. reference

5. Paraphrase

6. supporting

E (p. 67)

Students' own answers.

F (p. 67)

Students' own answers.

UNIT 4 ANSWER KEY

Unit 4 (p. 69)

1. *Answers will vary. Possible answer:* The photo shows a city with both newer and older areas. The park looks like it was built a long time ago, but the towers are very modern.

2. *Answers will vary.*

Lesson 1

A (p. 70)

Answers will vary.

B (p. 70)

Students' own answers.

C (p. 70)

a. 3; **b.** -; **c.** 5; **d.** 2; **e.** 4

D (p. 70)

2, 3, 5, 6, 7, 8

REFLECT (p. 70)

Students' own answers.

Lesson 2

A (p. 72)

1. urban; **2.** factor; **3.** argue/have argued/argued;

4. ideal; **5.** compact; **6.** demolished; **7.** authority/authorities; **8.** proposed; **9.** layout; **10.** principle

B (p. 72)

1. estimate; 2. arguing; 3. calling for; 4. pointed out;
5. recommends

C (p. 73)

Students' own answers.

REFLECT (p. 73)

Students' own answers.

Lesson 3

A (p. 74)

1. filter; 2. sensible; 3. portion; 4. system; 5. revenue;
6. cluster; 7. feature; 8. economic; 9. sustainability;
10. maintenance

B (p. 74)

Students' own answers.

C (p. 75)

Answers will vary.

1. T
2. F They don't allow cars **in the city in the clusters (of villas)**. They **don't** allow cars in the city.
3. F They use **wind solar panels** to create their own electricity.
4. T
5. F Residents pay **high no** maintenance fees.

D (p. 75)

1. north; 2. villas; 3. thousands; 4. closed; 5. 25;
6. rent; 7. free

E (p. 75)

1. a; 2. b; 3. b

REFLECT (p. 75)

Students' own answers.

Lesson 4

A (p. 76)

Sentence 1 is a direct quote and uses the exact words of Fares. **Sentence 2** is reported speech and paraphrases what Fares said.

B (p. 76)

1. that; 2. that I should/to; 3. that; 4. to follow;
5. that we demolish/demolishing; 6. that it was;
7. that I should talk/talking; 8. me that

C (p. 77)

Students' own answers.

D (p. 77)

Answers will vary.

1. The student said that he had conducted a survey and asked people for their opinions, and most people had called for the city authorities to demolish the mall.

2. The student proposed that a public square with a fountain and trees would be the best option.

3. The student suggested that there were three criteria for the success of the square.

4. The student advised that the third criterion was that it must be environmentally sustainable.

REFLECT (p. 77)

Students' own answers.

Lesson 5

A (p. 78)

Students' own answers.

B (p. 78)

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

C (p. 79)

1. be compact; 2. less beautiful; 3. 30 minutes/half an hour; 4. new cities; 5. someone's face; 6. demolish a building/knock something down; 7. (18) glass towers;
8. disease and overcrowding; 9. people together

REFLECT (p. 79)

Students' own answers.

Lesson 6

A (p. 80)

Students' own answers.

B (p. 80)

Answers will vary. Possible answers:

1. Indoor farms in the city
2. They provide fresher food.
3. They cannot produce enough to feed everyone.

C (p. 80)

1. Vertical farming is a method of growing plants indoors in vertically stacked layers, often using water filled with nutrients instead of soil. It is typically done in controlled environments, allowing for year-round production regardless of climate or season.

2. Traditional farming uses large amounts of resources, including land, water, and fossil fuels; It often relies on pesticides, which can contaminate nearby land and water; Farms are not in cities, so food is not very fresh by the time it arrives.

3. Vertical farms can operate anywhere, in any season or climate; they use less land and recycle water, reducing water usage by 70–90 per cent; they have much higher yields—up to 350 times more than traditional farms; they do not require pesticides, making them environmentally friendly; they allow cities to produce some of their own food locally.

4. It is currently limited to crops like green leafy vegetables and herbs, with challenges in growing other fruits and vegetables; it relies on electricity for lighting, which often comes from non-renewable energy sources; building and operating vertical farms is very expensive, making them impractical for less wealthy countries.

5. Advances in artificial intelligence allow farmers to provide plants with precise light and care; costs, especially for LED lights, are decreasing; improvements in technology may enable a wider range of crops to be grown in vertical farms.

D (p. 80)

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

E (p. 80)

1. land; 2. yields; 3. pesticides; 4. range;
5. energy; 6. cost

REFLECT (p. 81)

Students' own answers.

Lesson 7

A (p. 82)

Oslo's restriction on cars has been successful.

B (p. 83)

Introduction Hook: Cars have transformed modern cities, and in many ways, they have made our lives easier. Background information: However, in many cities, commuters sit in long traffic jams, losing hours of productivity. In addition, cars are responsible for much of the world's pollution. Consequently, many cities have begun to question whether we really need all of these cars. Thesis Statement: By restricting the use of cars, cities like Oslo, Norway have significantly improved residents' health and well-being.

Paragraph 1 Reason or effect: Because of Oslo sitting in a low area and air pollution causing illness and shortening lives, Oslo changed its policy on cars. Supporting ideas / Details: City leaders were determined to decrease the level of pollution, and encourage residents to walk and interact with each other. So, Oslo banned cars on some streets, improved and expanded public transportation, and built bicycle paths. In 2019, the city removed more than 700 parking spaces, making it almost impossible to park in the city centre.

Paragraph 2 Reason or effect: These changes have greatly reduced pollution in Oslo.

Supporting ideas / Details: For example, car use has dropped by nearly 10 per cent in less than 10 years, contributing to a dramatic improvement in air quality. In 2019, the city won the title of European Green Capital. Oslo now has a goal of becoming a car-free and zero-carbon city by 2030.

Paragraph 3 Reason or effect: : The changes have also affected how Oslo residents go about their daily lives. Supporting ideas / Details: More residents now take public transportation, cycle or walk. There has been a 10 percent increase in pedestrian traffic in the city centre. Thanks to these changes, there are now parks and pedestrian-only streets. Approximately 1.3 km² of the city is car free, leaving these spaces open for social and cultural activities.

Concluding paragraph Restatement of the main ideas: By restricting cars, the city has changed in several ways. Final thought: Everyone can agree that Oslo has become a much nicer place.

C (p. 83)

Students' own answers.

Lesson 8

A (p. 84)

The sentences all describe cause-and-effect relationships, and use cause-and-effect connectors to indicate the connection between events or developments.

B (p. 84)

1. Consequently, many cities have begun to question whether we really need all of these cars. (effect) independent clause
2. As a result, air pollution often covers the city. (effect) independent clause
3. due to the reduction in vehicle traffic (cause) noun phrase
4. Thanks to these changes (cause) noun phrase

C (p. 84)

Answers will vary. Possible answers:

1. Thanks to; 2. because of; 3. Therefore;
4. as a result of; 5. Consequently; 6. due to

D (p. 85)

1. Many people have left farms because of new job opportunities in cities.
2. There is generally more food available in cities. Consequently, many animals have left their wild homes.
3. Life is less stressful in the city. As a result, many urban animals have larger families than those that live in the wild.
4. Thanks to these helpful mutations, animals can survive more easily in the city.
5. Transporting food from farms to cities uses a lot of energy. Therefore, it makes sense to move farms inside cities.
6. Because of their greater productivity, modern farms can feed a lot more people than they could in the past.
7. It's difficult to grow large, heavy vegetables on vertical farms. As a result, most of these farms grow smaller, lighter vegetables.
8. Due to the high cost of this technology, its use is not yet widespread.

E (p. 85)

Answers will vary. Possible answers:

- 1a. Animal behaviour is changing as a result of their urban habitat.
- b. More animals live in urban instead of wild habitats. As a result, their behaviour has changed.
- 2a. The contamination of nearby water is due to the use of pesticides.
- b. Pesticides use has increased. As a result, there is more contamination of nearby water.
- 3a. There are now more social spaces as a result of the restriction of cars in Oslo.
- b. There was too much pollution in Oslo. Therefore, city officials decided to restrict cars in the central district.

Lesson 9

Students' own answers.

Lesson 10

A (p. 88)

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

B (p. 89)

1. Dina **mentioned** that there was more to urban planning than making a city look good.
2. The account **observed** that the report said it would only cost about 3 million, but he was not sure that was an accurate figure.
3. The urban planner **explained** that the first and most important thing to consider was the layout.
4. The manager **recommended** that they consider the peak hours of traffic as well.
5. Nasser **demanded** the figures on his desk by the end of the day.
6. Eman **suggested** that they run the figures through the computer to see what they looked like.
7. The contractor **agreed** that it looked like it would work well.
8. The surveyor **estimated** that the highway project would be completed in about 3 to 4 years' time.

C (p. 89)

Preposition + cause: Because of, due to, thanks to, as a result of, as a consequence of

Transition + effect: As a result, consequently, therefore

D (p. 89)

1. attention; 2. claim; 3. reasons; 4. effects;
5. evidence; 6. prediction

E (p. 89)

Students' own answers.

UNIT 5 ANSWER KEY

Unit 5 (p. 91)

1. The tree is a symbol of survival. *Other answers will vary.*
2. *Answers will vary.*

Lesson 1

A (p. 92)

1. potential
2. steady
3. worthy of
4. account
5. infrastructure
6. peers
7. stunning
8. eager
9. sincere
10. reveal

B (p. 92)

Answers will vary. Possible answer:

A lot of tourists began to arrive.

C (p. 92)

1. income; 2. expensive; 3. platforms; 4. influencers;
5. sincere; 6. tool

D (p. 92)

1, 4, 6

REFLECT (p. 93)

Students' own answers.

Lesson 2

A (p. 94)

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

B (p. 94)

Students' own answers.

C (p. 94)

Students' own answers.

D (p. 95)

1, 5

E (p. 95)

1. So, what/What happened on; a; 2. Wouldn't you like to know; b

REFLECT (p. 95)

Students' own answers.

Lesson 3

A (p. 96)

1. promotion; 2. dramatic; 3. demand; 4. landlord;
5. elsewhere; 6. regulations; 7. minimise; 8. ruin;
9. occurrence; 10. isolated

B (p. 96)

Students' own answers.

C (p. 97)

2, 3, 5, 6

D (p. 97)

Answers will vary.

1. F The Isle of Skye is connected to the **east west** coast of Scotland by a bridge.

2. T

3. T

4. F There are no regulations that stop people from renting their houses on Airbnb.

5. T

6. F There was about an **8 80** percent increase in tourist rental listings in the area last year.

E (p. 97)

Students' own answers.

REFLECT (p. 97)

Students' own answers.

Lesson 4

A (p. 98)

The verb forms show how the tense changes depending on the time being referred to (present, past, or future).

Present tense: Bahrain attracts thousands of tourists each year; They visit the historic sites to learn more about its past.

Past tense: Bahrain also hosted several international events last year to promote Bahraini culture.

Future tense: Bahrain will introduce new eco-tourism activities next year.

B (p. 98)

1. By the time the city tour started (past), the guide had prepared (past perfect) all the brochures.

2. Next season, Bahrain will (future) welcome more cruise ships at its ports.

3. Several hotels have upgraded (present perfect) their facilities to accommodate more tourists.

4. The museum added (past) new exhibits last month to showcase Bahraini history.

5. The team was planning (past continuous) a cultural festival when they received (past) additional funding.

6. The tourism board is launching (present continuous) new initiatives to attract international visitors.

7. Tour guides in Bahrain provide (present) insights into the country's cultural heritage.

C (p. 99)

1. had already welcomed

2. is implementing

3. benefited

4. contributes

5. has helped

6. will promote

7. attracted

D (p. 99)

1. Bahrain **makes has been making** great efforts to strengthen its infrastructure and support economic growth since 2001.

2. Tourists **were arriving to arrive in** Bahrain every year to experience its unique culture.

3. In 2023, the government **has launched** a new tourism campaign to attract more visitors.

4. Currently, Bahrain **hosted** several major events to boost tourism.

5. Next year, the government **introduced will introduce** more eco-friendly travel options.

6. Before the tour group arrived last week, the hotel staff **prepares had prepared** everything for their stay.

7. During the summer festival, local artists showed their work while visitors **walk were walking** through the exhibition.

REFLECT (p. 99)

Students' own answers.

Lesson 5

A (p. 100)

1. imperfection

2. taste

3. unique

4. concept

5. value

6. dish

7. gold

8. art

9. apartment

10. participant

B (p. 100)

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

C (p. 100)

1. Taste; 2. art; 3. apartment; 4. imperfection; 5. gold;

6. dish; 7. participant

D (p. 101)

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

REFLECT (p. 101)

Students' own answers.

Lesson 6

A (p. 102)

Students' own answers.

B (p. 102)

Answers will vary. Possible answer:

The writer's purpose is to convince readers of the negative impact of social media on tourism.

C (p. 102)

2

D (p. 102)

1. Hanoi, Vietnam; 2. Canada; 3. Trolltunga, Norway;

4. Delta Lake, Wyoming; 5. Zhangjiajie Canyon, China/Hunan, China

E (p. 102)

1. damage, ruining, distressing, destroying;

2. Unfortunately, Shockingly

REFLECT (p. 103)

Answers will vary. Possible answers:

1. One example: Influencers take risks on Hanoi train tracks.

2. Two examples: Tourists have damaged an ecosystem in Wyoming. Visitors destroyed a flower farm.

Lesson 7

A (p. 104)

The writer has a positive point of view about tourism in Oaxaca.

B (p. 105)

Introduction

Background information: Oaxaca then and now: Has traditionally relied on agriculture and mining, industries that often involve hard labour without reliable income. In recent years, now it is tourism.

Claim about the impact of tourism: tourism has become the state's fastest-growing industry.

Thesis statement: the change in the economy has brought many benefits, including environmental conservation, cultural preservation, and economic growth.

Paragraph 1: Topic sentence: tourism has encouraged environmental conservation in Oaxaca by creating a demand for eco-tourism that protects its biodiversity.

Evidence: Oaxaca is home to unique plants and animals.

Counterargument: some people worry that a few tourists may be disrespectful.

Refutation: if Oaxaca had no tourists might lack resources to preserve these natural habitats.

Paragraph 2: Topic sentence: tourism also plays a crucial role in preserving Oaxaca's rich cultural heritage by creating economic opportunities and supporting traditional crafts.

Evidence: Oaxaca is known for artistic traditions, such as weaving and pottery.

Counterargument: there are drawbacks due to increase in housing prices in some areas.

Refutation: locals accept this because of the economic stability and cultural preservation it brings.

Paragraph 3: Topic sentence: Oaxaca's economy and infrastructure is supported by tourism.

Evidence: projects like better roads and communication systems is funded by tourism revenue.

Counterargument: tourism profits go mainly to large companies.

Refutation: a portion of these funds is reinvested locally.

Conclusion

Restatement of main arguments: Overall, Oaxaca has benefitted from tourism because it fosters sustainable growth, preserves natural and cultural resources, and boosts the local economy.

However, they need to think about and manage tourism carefully. **Nonetheless, if they** do, tourism can continue supporting Oaxaca's unique identity while promoting economic stability for its people.

Final thought: tourism positively impacts Oaxaca.

C (p. 105)

Students' own answers.

Lesson 8

A (p. 106)

Definite article **the**: the state's fastest-growing industry: the economy

Indefinite article **a/an**: a reliable income

Zero article: Oaxaca (plural); agriculture and mining (noncount nouns)

B (p. 106)

1. c; 2. b; 3. a

C (p. 106)

1. a; 0; an
2. the; 0
3. 0; the
4. 0; a; 0
5. 0; 0; 0

D (p. 107)

1. An; 2. The; 3. The; 4. a; 5. The; 6. a; 7. the;
8. the; 9. the

E (p. 107)

In Japan, Rabbit Island is ~~an~~ **a** strange yet fascinating tourist attraction. Officially called Ōkunoshima, this small island in Hiroshima Prefecture is overrun with hundreds of wild rabbits that freely roam around and interact with ~~an~~ visitors. The rabbits are believed to be descendants of those released after World War II, when ~~a~~ **the** island was used as a secret site for chemical weapons testing. Since then, it has transformed into **a** place that attracts animal lovers from around the world. Although rabbits are now the main attraction, remnants of the old weapons factory remain scattered across the island, giving **an** eerie contrast to the friendly creatures hopping about. Tourists often bring carrots or pellets to feed ~~a~~ **the** rabbits, creating an adorable spectacle. However, ~~a~~ visitors are advised not to stay overnight, as there are no accommodations or shops on ~~a~~ **the** island, adding to its mysterious charm.

Lesson 9

Students' own answers.

Lesson 10

A (p. 110)

1. infrastructure
2. steady
3. potential
4. worthy of
5. account
6. mainstream
7. charge
8. concept
9. dish
10. ruin

B (p. 110)

1. are focusing
2. recovered
3. generates
4. will reach
5. received

C (p. 110)

1. This unit is called 'Attracting ~~the~~ tourists'.
2. My region is worthy of ~~the~~ a visit by travellers interested in nature.
3. The pictures we took of the capital city were amazing.
4. The airline company offered ~~the~~ an apology for the delay.
5. Our hotel offers ~~the~~ guests complimentary drinks.

D (p. 111)

1. b, And indeed, it was very successful, (but)
2. c, It's true that we need tourists, (yet)
3. a, Infrastructure is certainly important, (but)

E (p. 111)

Students' own answers.

F (p. 111)

Students' own answers.

UNIT 6 ANSWER KEY

Unit 6 (p. 113)

1. *Answers will vary. Possible answer:* a fear of failure, stress, anxiety, injuries
2. *Answers will vary.*

Lesson 1

A (p. 114)

1. peak; 2. absorb; 3. resistance; 4. profile;
5. endurance; 6. crucial; 7. explosive;
8. distribution; 9. dominate(s); 10. stimulate

B (p. 114)

C

C (p. 114)

1. triangle; 2. resistance; 3. Slow-twitch; 4. Fast-twitch;
5. lung

REFLECT (p. 115)

Students' own answers.

Lesson 2

A (p. 116)

1. consistent; 2. paralysed; 3. doubt; 4. state;
5. bonus; 6. overwhelming; 7. coordinate;
8. anxiety; 9. Consequently; 10. pressure

B (p. 117)

1. a; 2. b; 3. c

C (p. 117)

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

REFLECT (p. 117)

Students' own answers.

Lesson 3

A (p. 118)

1. intuition; 2. tough; 3. downsides; 4. force;
5. injury; 6. opponents; 7. deny; 8. exceptional;
9. statistics; 10. extract

B (p. 118)

Students' own answers.

C (p. 118)

- 2, 3, 5, 7

D (p. 119)

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

REFLECT (p. 119)

Students' own answers.

Lesson 4

A (p. 120)

1. O; 2. S; 3. C; 4. D

B (p. 120)

1. Playing; 2. competing; 3. improving;
4. to become; 5. Joining; 6. to perform; 7. to focus

C (p. 121)

Answers will vary, but should include the following forms.

1. gerund; 2. gerund; 3. infinitive; 4. gerund;
5. gerund; 6. gerund; 7. gerund; 8. gerund

REFLECT (p. 121)

Students' own answers.

Lesson 5

A (p. 122)

1. Pace, stress, intonation; 2. Signal phrase;
3. Rhetorical question

B (p. 122)

1. imagining; 2. think; 3. a quiet; 4. steps;
5. confidence

C (p. 123)

Students' own answers.

D (p. 123)

1. refers to; 2. involves; 3. It's important to note;
4. the speaker emphasises; 5. In this example;
6. Here

REFLECT (p. 123)

Students' own answers.

Lesson 6

A (p. 124)

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

B (p. 124)

b

C (p. 124)

1, 3, 4

2 and 5 are stated but are not main ideas.

D (p. 124)

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

REFLECT (p. 125)

Students' own answers.

Lesson 7

A (p. 126)

Answers will vary. Possible answers:

1. Training and Discipline: Hard work, consistent practice, and a disciplined approach are emphasized as critical components of athletic success. These factors go beyond natural abilities and highlight the importance of effort.

2. Mindset and Mental Strength: The essay discusses the significance of a strong mental attitude, focus, and determination in achieving greatness, pointing out that these traits are often as important as physical attributes.

3. Fairness and Accessibility: The essay raises ethical concerns about selecting athletes based solely on genetics. It highlights the potential for sports to become less inclusive, favouring those with "ideal" bodies while neglecting the value of passion, effort, and opportunity.

These factors underline that success in sports is a combination of both nature and nurture, requiring balance to ensure fairness and inclusivity.

B (p. 127)

Title: Are Athletes Born to Win?

Introduction: Main focus of original essay: The article "Are Athletes Born to Win?" looks at how genetics – our natural traits – can affect athletic success.

Main arguments: The article explains how certain body types, muscles, and the way bodies use oxygen give some athletes a natural advantage.

Thesis statement / What the essay overlooks: It even suggests that in the future, athletes might be chosen based on their genetics. While this is interesting, the article does not pay sufficient attention to other important factors that ensure athletic success, like training, mindset, and fairness.

Paragraph 1: Strengths of the essay

Topic sentence: The article's focus on body types and natural traits is helpful in understanding athletic success.

Details: It shows how different sports require different physical strengths; it explains that differences in muscle types help determine why some athletes excel in sprinting, while others are better suited for endurance sports.

Evaluation of strengths: These points make the article interesting and informative, as it justifies how bodies are naturally suited to certain sports.

Paragraph 2: Weaknesses / Omissions

Topic sentence: The article ignores some key factors.

Details: Training, discipline, and a strong mindset are also necessary for athletic success, yet the article does not discuss these in depth.

Evaluation of weaknesses: This leaves out an important part of what makes an athlete great.

Paragraph 3: Other weaknesses / omissions

Topic sentence: The article also overlooks the issue of fairness.

Details: If athletes were selected based on their genetics, sports might become less open to everyone, favouring only those with "ideal" bodies.

Evaluation: This could be unfair and ignore the effort and passion many athletes put into their training.

Conclusion: Restatement of main points: In conclusion, while "Born to Win" is an interesting article about the role of genes in athletic success, it does not give the full picture. Success in sports, or in life in general, is not only about natural ability but also about hard work and dedication.

Call for balanced view: For sports to stay fair and open, we must recognise that both nature and effort matter.

C (p. 127)

Students' own answers.

Lesson 8

A (p. 128)

can affect athletic success; athletes might be chosen based on their genetics; sports might become less open to everyone; This could be unfair; we must recognise that both nature and effort matter.

B (p. 128)

1. be able to/be allowed to; 2. are going to;
3. be able to/be allowed to; 4. be able to;
5. am going to; 6. be able to; 7. are going to/have to/
need to; 8. are going to/are supposed to/have to/need to

C (p. 129)

When I was young, I used to ¹~~can~~ **be able to** run 10 miles with no problem at all. Now, it's difficult for me to run more than two miles without my knees hurting. Now that I'm retired, I know that I'm supposed to ²~~could~~ **be able to/be allowed to** relax and enjoy life, but I really miss running long distances. I think I'm going to ³~~must~~ **have to/need to** try out a different exercise plan that is a little less stressful. I think

I still might ⁴~~could~~ **be able to** do something such as biking or swimming—an activity where I don't use my knees so much. I have to talk to my doctor, and I think I'll ⁵~~must~~ **have to/need to** do it soon. My knees are killing me.

D (p. 129)

Students' own answers.

Lesson 9

Students' own answers.

Lesson 10

A (p. 132)

1. absorb
2. crucial
3. distribution
4. anxiety
5. paralysed
6. state
7. bounce
8. apparel
9. monitor
10. elite

B (p. 132)

1. Learning
2. builds
3. Analysing
4. to improve
5. Monitoring
6. practising
7. Working
8. to become

C (p. 133)

1. We will need to start training soon.
2. I'm going to have to do this again.
3. Sprinters have to be able to run fast.
4. They used to be the best team.
5. You're supposed to exercise every day.

D (p. 133)

1. judgment
2. reading
3. thesis
4. summarises
5. weaknesses
6. presents
7. skills

E (p. 133)

Students' own answers.

F (p. 133)

Students' own answers.

UNIT 7 ANSWER KEY

Unit 7 (p. 135)

Answers will vary. Possible answers:

1. Ron Finley is teaching urban communities to grow their own food so that they can be self sufficient and have healthier communities.
2. *Answers will vary.*

Lesson 1

A (p. 136)

Students' own answers.

B (p. 136)

Answers will vary. Possible answers:

1. Zita Cobb probably wants to bring more opportunity to local people by bringing more businesses and/or more tourists to the island. She has built art studios, so she probably wants to support local culture as well.
2. Initiatives to help support local people/artists/businesses could benefit Fogo Island.

C (p. 136)

Answers will vary. Possible answers:

1. She is a businesswoman who used her skills to make a difference in her community.
2. It is possible to make a living and do good in the world at the same time.

D (p. 136)

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

REFLECT (p. 137)

Students' own answers.

Lesson 2

A (p. 138)

1. thrive
2. differentiate
3. animated
4. genuine
5. exaggerate
6. irritate
7. compelling
8. convey
9. clarity
10. trait

B (p. 138)

Students' own answers.

C (p. 138)

1. average
2. essential
3. attention span
4. social media
5. content

6. uploaded
7. appealing

D (p. 139)

1. F, Research shows, aged 18–24, 68 videos per day
2. O, essential
3. F, In one study, 12 seconds in 2000 to 8 seconds in 2015
4. O, perhaps
5. O, enormous
6. F, Five hundred hours, every minute
7. O, must, appealing, engaging, compelling

REFLECT (p. 139)

Students' own answers.

Lesson 3

A (p. 140)

1. format
2. counter
3. myth
4. warrant
5. engagement
6. capture
7. strive
8. flourish
9. dictate
10. enhanced

B (p. 140)

Students' own answers.

C (p. 140)

- 1, 2, 5, 6

D (p. 140)

1. brands
2. James Kirkham
3. 55
4. human interest
5. seconds
6. 23

E (p. 141)

1. F
2. F
3. 0
4. 0

REFLECT (p. 141)

Students' own answers.

Lesson 4

A (p. 142)

1. b; 2. a

B (p. 142)

1. Entrepreneurs in Bahrain must plan their business strategies, build relationships, and ~~secure~~ secure funding.
2. The new AI tool is not only easy to use but also helps in ~~managing~~ **manage** data.
3. Our IT teacher prefers writing scripts more than to ~~edit~~ **editing** videos.
4. To be successful, students should not only think creatively but also ~~analysing~~ **analyse** problems critically.
5. The conference covered designing products, marketing strategies, and ~~how to use~~ **using** AI in business.
6. Expanding our attention span requires focus, patience, and ~~to persevere~~ **perseverance**.
7. Entrepreneurs must work efficiently, ~~thinking~~ **think** creatively, and acting ~~act~~ decisively to succeed in today's market.
8. The team prepared their presentation, ~~distributing~~ **distributed** flyers, and spoke passionately to potential investors.

C (p. 143)

Students' own answers.

REFLECT (p. 143)

Students' own answers.

Lesson 5

A (p. 144)

Students' own answers.

B (p. 144)

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

C (p. 145)

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

REFLECT (p. 145)

Students' own answers.

Lesson 6

A (p. 146)

1. launch; 2. indigenous; 3. minority; 4. maximise;
5. sustainable; 6. literacy; 7. funding; 8. naive;
9. role model; 10. demographic

B (p. 146)

Answers will vary. Possible answers:

1. They all have businesses with a social mission.
2. Answers will vary but should be in response to the subheads/advice in the reading.

C (p. 146)

Answers will vary.

Social entrepreneur(s)	Cause	Product
Tony Weaver, Jr.	Positive images of minorities	Comics
Blanche Murray	Maori-owned business and culture	Honey
Jake & Caroline Danehy	The ocean	(Beach) Clothing

D (p. 146)

1. a. BM b. TW c. J&CD
2. *Answers will vary. Possible answers:* minority groups, social issues
3. *Answers will vary. Possible answers:* family/history, traditions/culture
4. *Answers will vary. Possible answer:* reach its market

REFLECT (p. 147)

Students' own answers.

Lesson 7

A (p. 148)

The writer's opinion is positive overall.

B (p. 149)

Title: Learning in the 21st Century: An In-depth Review of Khan Academy

Paragraph 1: Introduction

Project / Company / Enterprise: Khan Academy is a free online learning platform offering a wide range of educational resources in subjects like maths, science, English, history, IT, and art.

Background information: Founded in 2008 by Salman Khan, its mission is to provide free, high-quality education to people worldwide.

Main services / products offered: The platform is widely used by students to supplement their schoolwork and by teachers as a classroom resource.

How you came across it: I discovered Khan Academy while searching for free tools to help my younger brother improve his maths skills and was immediately impressed by its extensive offerings.

Paragraph 2: Strengths

Strength 1: Its accessibility and affordability.

Details: A completely free platform, it ensures that everyone, regardless of their financial situation, can access quality education.

Strength 2: The video lessons are another standout feature.

Details: They are clear, concise, and easy to follow.

Strength 3: The personalised learning dashboard.

Details: It's highly effective in helping users monitor their progress and focus on weaker areas.

Paragraph 3: Weaknesses

Weakness 1: The design of the platform is a bit basic and less interactive than others.

Details: It might reduce its appeal to younger, tech-savvy users.

Weakness 2: The lack of face-to-face interaction.

Details: Some learners need face-to-face interaction to stay motivated and understand concepts.

Weakness 3: Some subjects are not explored in as much depth.

Details: Not as in depth as traditional education or specialised courses.

Conclusion:

Overall opinion: It is a groundbreaking educational tool.

Recommendation: I highly recommend Khan Academy for anyone looking for a reliable and cost-free way to learn.

C (p. 149)

Students' own answers.

Lesson 8

A (p. 150)

2, 3, 5

B (p. 151)

1. C; 2. F; 3. C; 4. F; 5. F; 6. F; 7. F; 8. F

C (p. 151)

Students' own answers.

D (p. 151)

Google ~~is~~ one of the most ~~popular~~ **popular** companies in the world. ~~Famous~~ **It is famous** for its search engine and innovative tools. ~~It has~~ **It has** services like Gmail, Google Drive, and Google Maps. **These are all** ~~all~~ designed to make life easier for users. Since its founding in 1998, ~~A company that,~~ **the company** has transformed how people interact with technology. ~~Has~~ **It has** also set industry standards for online advertising. Google's influence **continues** to grow across the globe.

Lesson 9

Students' own answers.

Lesson 10

A (p. 154)

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

B (p. 154)

1. The startup is focused on increasing revenue, expanding its market reach, and ~~to improve~~ **improving** customer satisfaction.
2. The CEO emphasised innovation, collaboration, and ~~to maintain~~ transparency in decision-making.
3. Studying abroad helps students gain independence, experience diverse cultures, and ~~improving~~ **improve** language skills.
4. For a successful presentation, you need to research thoroughly, ~~organising~~ **organise** your ideas, and to practice delivery.
5. The project manager was responsible for creating the timeline, assigning tasks, and ~~to monitor~~ **monitoring** progress.

C (p. 155)

Students' own answers.

D (p. 155)

1. introducing
2. discovered
3. strengths
4. support
5. limitations
6. summarising
7. recommendation
8. fair

E (p. 155)

Students' own answers.

F (p. 155)

Students' own answers.