

# REFLECT

## READING & WRITING

### ANSWER KEY

# UNIT 1 ANSWER KEY

## CONNECT TO THE TOPIC (p. 3)

Answers will vary. Possible answers:

1. A group of men are working together to build a barn.
2. Answers to the first question will vary.  
Community means the people who live in the same area as me: my neighbors, people who work in the shops, the people around me.

## WATCH

### A (p. 4)

Answers will vary. Possible answers:

1. They are making sweaters for elephants; we don't usually see animals wearing clothes.
2. It must get cold where they are.

### B (p. 4)

1. F 2. T 3. F

### C (p. 4)

1. e. Uttar Pradesh
2. h. the Elephant Conservation and Care Center
3. f. about 9 pounds
4. a. 7
5. c. 2–3
6. g. legs, back, and neck
7. d. Maya
8. b. 21

## PREPARE TO READ

### A (p. 5)

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

### Reflect (p. 5)

Answers will vary. Possible answers:

1. storms, fires, floods, accidents
2. They hurt people, homes, and stores. Food / water, a place to stay, doctors / hospitals / medicine
3. crime, busy roads, diseases, dirty air / water

## READ

### A (p. 6)

helping animals in emergencies

### B (p. 8)

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

### C (p. 8)

1. c, e
2. a, d
3. b, i
4. f, g, h

## PREPARE TO READ

### A (p. 9)

1. basic 2. sell 3. organization 4. company
5. goal 6. believe 7. hero 8. price 9. earn
10. project

## READ

### A (p. 10)

Answers will vary. Possible answers:

Check: fires, homes, schools, food

### B (p. 12)

1. a 2. c 3. c

### C (p. 12)

Name of community hero(es)	Name of organization	What they do to help (or How they help)
Woody Faircloth	RV4CampfireFamily	help with homes
Kim Lim, Swee Lin Lee, and Suzanne Ling	PichaEats	sell food to help families, help children stay in school
Zuriel Oduwole	Dream Up, Speak Up, Stand Up	help girls stay in school

## WRITE

### A (p. 13)

The Book Truck

**B (p. 14)**

1. Project: The Book Truck is a community project in Los Angeles, CA, USA.
2. Problem: Some teenagers don't read very well, and some don't have many books at home.
3. Project actions: The Book Truck gives books to teens. It also teaches them to read better.
4. Three ways people help:
  - a. Some people give books.
  - b. Other people drive the truck to different areas of the city.
  - c. And others go out with the truck. They tell kids about different books.
5. How the project helps: With the Book Truck, more kids enjoy reading.

**C (p. 14–15)**

1. is
2. are
3. am not / 'm not
4. is not / isn't / 's not
5. are / 're
6. are
7. are not / 're not / aren't
8. is / 's
9. are not / aren't
10. is / 's

**D (p. 15)****The Book Truck**

The Book Truck is a community project in Los Angeles, CA, USA. Some teenagers don't read very well, and some don't have many books at

home. The Book Truck gives books to teens. It also teaches them to read better. People help the organization in different ways. Some people give books. Other people drive the truck to different areas of the city. Others go out with the truck. They tell kids about different books. The truck is always full of books. The kids choose any book that they want. With the Book Truck, more kids enjoy reading.

**E (p. 16)**

1. use
2. hurt
3. end up
4. don't want / do not want
5. pays
6. take
7. make
8. helps

**G (p. 17)****TechWorks**

Do you believe we should help others? I think it's very important. I ~~works~~ **work** for an organization called TechWorks. TechWorks ~~helps~~ **helps** young people learn about science. Some students ~~not are~~ **are not / aren't** good with computers. TechWorks ~~have~~ **has** basic classes about computers. Students use computers for their projects. The normal hours ~~is~~ **are** after school, from 3 p.m. to 9 p.m., but sometimes it is open later. Our goal at TechWorks is science education for everyone.

## UNIT 2 ANSWER KEY

### CONNECT TO THE TOPIC (p. 21)

Answers will vary. Possible answers:

1. The orangutans look like a group of human friends laughing together.
2. Friends are important because they make your life better.

### WATCH

**B** (p. 22)

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

**C** (p. 22)

- a. 5. Be yourself. b. 2. Be open. c. 1. Be brave.  
d. 4. Meet classmates. e. 3. Join in.

### PREPARE TO READ

**A** (p. 23)

1. connect 2. research 3. improve  
4. introduce 5. positive 6. stranger  
7. become 8. activity 9. casual 10. variety

### READ

**A** (p. 24)

1. c. Ways casual friends help us 2. Answers will vary.

**B** (p. 26)

paragraph 2: casual friends make us happy  
paragraph 3: casual friends connect us to other groups of people  
paragraph 4: casual friends introduce us to a variety of new ideas

The concluding sentences in paragraphs 2 and 3 say the main idea again.

**C** (p. 26)

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

**D** (p. 26)

1. F 2. T 3. T 4. F 5. NG 6. T 7. F

### PREPARE TO READ

**A** (p. 27)

1. find out 2. strange 3. common  
4. happens 5. fit 6. decide 7. Afterward  
8. opinion 9. successful 10. contact

### READ

**A** (p. 28)

Answers will vary.

1. They are unlikely because of their age difference.
2. Common interests could include comic books or superheroes (based on the image).

**B** (p. 29)

paragraph 1: An 83-year-old store owner and a 14-year-old high school student in Singapore may sound like a strange pair, but they are good friends.

paragraph 2: Mr. Teoh and Kieyron are different in many ways.

paragraph 3: The two find out they have common interests.

paragraph 4: Their relationship changes the two new friends.

**C** (p. 29)

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

**D** (p. 29)

1. MT 2. MT 3. B 4. MT 5. MT 6. B

**E** (p. 30)

	Bill Teoh	Kieyron Maldini
1. Age	is in his <u>eighties</u>	is in his <u>teens</u>
2. Living situation	lives with his son and <u>grandchildren</u>	lives with his family
3. Adjectives	seems unfriendly	seems <u>friendly</u>
4. Job(s)	is a(n) <u>store owner</u> is a(n) <u>actor</u> on a TV show	is a student
5. Fitness / Exercise	exercises every day is very <u>fit</u>	doesn't like to <u>exercise</u> isn't <u>fit</u>
6. Interests	likes bowling, <u>badminton</u> , <u>video games</u> , comics, and superheroes	likes <u>video games</u> , comics, and superheroes
7. Changes because of project	is more <u>fit</u> is <u>happier</u>	is more <u>fit</u> is <u>happier</u>

## WRITE

### A (p. 31)

I admire my friend Hananah very much.

### B (p. 31)

*Answers will vary.*

1. Topic sentence: I admire my friend Hananah very much.
2. Supporting sentences:
  - a. Physical appearance (what friend looks like): tall and strong; has a nice smile
  - b. Personality (type of person friend is): smart, kind, and funny; good student
  - c. Actions (what friend does): helps me study; is there for me; makes me feel more positive; makes me laugh
3. Concluding sentence: My life is happier because Hananah is my friend.

### C (p. 32)

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

*Order of supporting sentences may vary. Possible answer:*

#### A Great Soccer Player

(3.) I admire my friend Hiro because he is a great soccer player. (2.) Hiro is very strong and fast. (4.) He practices every day. (6.) Hiro also goes to the gym. (1.) He helps his teammates on and off the field. (5.) For these reasons, I think Hiro is an excellent soccer player.

### D (p. 32)

1. My friend Maya is a very good student.
2. A good friend helps you in many ways.
3. Friendship teaches us many things.
4. A good friend is not hard to find.

### E (p. 32)

2. A good friend helps you in many ways.

### F (p. 33)

1. The woman is friendly friendly woman
2. This story is interesting interesting story
3. My parents are great great parents
4. Some friends are caring caring friends
5. Some clothes are colorful colorful clothes
6. Some people are lonely Lonely people

### G (p. 34)

1. older than 2. happier 3. darker than
4. more successful than 5. better
6. nicer than

### I (p. 34)

#### My Friend Artun

I admire my friend Artun very much. He is a ~~teacher~~ excellent **an excellent teacher** and always helps his students. He has exciting ~~s~~ ideas about teaching. His classes are ~~interesting~~ **more interesting** than most. A teacher has a difficult job, but it seems easy for Artun. He is ~~more good~~ **better** at it than other teachers. Artun is a great teacher and a wonderful person.

## UNIT 3 ANSWER KEY

### CONNECT TO THE TOPIC (p. 39)

1. *Answers will vary. Possible answer:*  
The man is using music to earn money.
2. *Answers will vary.*

### WATCH

#### B (p. 40)

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

#### C (p. 40)

*Answers will vary. Possible answers:*

1. pepper, pumpkin
2. cut, make holes, peel
3. make and serve soup for the audience

### PREPARE TO READ

#### A (p. 41)

1. j. sound
2. b. background
3. a. actually
4. e. memory
5. h. repeat
6. g. quiet
7. i. solve
8. d. concentrate
9. c. certain
10. f. noisy

### READ

#### A (p. 42)

1. *Answers will vary.*
2. *Answers will vary.* Correct answers: learning vocabulary, solving problems, learning the alphabet, background music, songs and rhymes, using no music at all

#### B (p. 43)

1. b
2. c
3. a

#### C (p. 43)

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

#### D (p. 44)

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

### PREPARE TO READ

#### A (p. 45)

1. modern
2. culture
3. click
4. volume
5. popular
6. experience
7. type
8. However
9. useful
10. communicate

### READ

#### A (p. 46)

1. The article is about video game music.
2. *Answers will vary.*

#### C (p. 47)

Paragraph 2: First, video game music (or VGM) works in a different, more interactive way.  
Paragraph 3: Second, video game music is an important part of the music business.  
Paragraph 4: Finally, research shows that video game music helps us do some things better.

#### D (p. 48)

- a. 4
- b. 3

- c. 2
- d. 1
- e. 5

### E (p. 48)

- 1. b, e, h
- 2. a, d, g
- 3. c, f, i

## WRITE

### A (p. 49)

*México, lindo y querido* is a wonderful mariachi song.

### B (p. 50)

1. Topic sentence: *México, lindo y querido* is a wonderful mariachi song.
2. Supporting sentences:
  - a. Who sings it? Vicente Fernández sings it.
  - b. Where is it from? Mariachi music is from Mexico.
  - c. What instruments do they use? They use instruments like the guitar, the violin, the accordion, and the trumpet.
  - d. What words describe it? The song is fast and has a lot of energy.
  - e. How does it make you feel? It makes me feel happy.
  - f. When do you listen to it? I listen to it when I clean the house.
3. Concluding sentence: If you want to hear some fun, happy mariachi music, listen to *México, lindo y querido*.

### C (p. 50)

Underlined count nouns: song, title, bands, weddings, parties, instruments, guitar, violin, accordion, trumpet, trumpets, song, house  
Circled noncount nouns: music, energy, music

### D (p. 51)

- 1. NC
- 2. C
- 3. C
- 4. NC
- 5. C
- 6. NC
- 7. C

### E (p. 51)

- 1. a
- 2. A
- 3. The
- 4. a few
- 5. many
- 6. a lot of
- 7. a
- 8. Ø

### G (p. 52)

#### Running to Music

I like to listen to musics when I run. I usually wear the earphones. I play music with a words, and I sing along. Songs make me happy and give me many a lot of energy. I run faster when the / a song is fast! An eExercise is always better with music.

## UNIT 4 ANSWER KEY

### CONNECT TO THE TOPIC (p. 57)

- Answers will vary. Possible answer:  
They are replanting the coral in places where it died to improve the health of the coral reef, which is home to many fish.
- Answers will vary.

### WATCH

- A** (p. 58)  
1. e 2. a 3. c 4. b 5. d

- B** (p. 58)  
a. 5 b. 6 c. 1 d. 4 e. 2 f. 3

### PREPARE TO READ

- A** (p. 59)  
1. d. disadvantage  
2. b. collect  
3. e. free  
4. h. report  
5. a. available  
6. f. nature  
7. i. task  
8. g. professional  
9. j. unfortunately  
10. c. diary

### READ

- B** (p. 60)  
1. F 2. T 3. F 4. NG 5. T

- C** (p. 60)  
a. 5 b. 3 c. 4 d. 1 e. 6 f. 2

- D** (p. 62)  
1. a 2. c 3. a

- E** (p. 62)  
1. f 2. g 3. b 4. d 5. a 6. e 7. c

### PREPARE TO READ

- A** (p. 63)  
1. b 2. a 3. c 4. d 5. g 6. f 7. e 8. j 9. i 10. h

### READ

- B** (p. 64)  
1, 4, 5, 6

- C** (p. 66)  
1. a 2. c 3. c

- D** (p. 66)  
1. Planet Hunters  
2. patterns of light  
3. Veselin Kostov  
4. two  
5. (about) three months

- E** (p. 66)  
Answers will vary. Possible answers:

	Advantages	Disadvantages
<b>Volunteer work</b>	Get experience  Learn new things	Don't get paid  Takes time
<b>Internships</b>	Get job experience  Learn new skills  Meet people	May not get paid  Might have to move

### WRITE

- A** (p. 67)  
**Project name:** SquirrelMapper  
**Purpose of the project:** Gray squirrels are more common than black ones. Scientists want to know the reason.

- B** (p. 67)  
1. **Topic sentence:** I was a volunteer on a project called SquirrelMapper.  
2. **Supporting sentences:**  
a. Purpose of project: Gray squirrels are more common than black ones. Scientists want to know the reason.



- b. Step 1: First, I read the directions on the website.
  - c. Step 2: Then I looked at pictures of squirrels.
  - d. Step 3: I clicked on the number of squirrels in each picture, and I clicked on the color of the squirrels. (I identified squirrels in 10 photos.)
  - e. Step 4: Finally, I read the online discussion.
- 3. Concluding sentence:** I learned interesting facts about squirrels by following these steps.

**C (p. 68)**

1. First, 2. Next, 3. After that, 4. Then 5. Finally,

**D (p. 68)**

- c. 1. In my science project, I studied the traffic on my street.
- a. 2. My street is very busy, and I think it needs a traffic light.
- b. 3. First, I took my chair and phone outside from 8 a.m. to 9 a.m.
- f. 4. Then I counted the number of cars and took notes on my phone.
- d. 5. I did the same thing every day for a week.
- g. 6. After that, I wrote a report about the week.
- e. 7. Finally, I emailed someone in town hall with the information.
- h. 8. I learned to use a science project to help my community.

**E (p. 69)**

1. added 2. checked 3. collected 4. counted  
5. drove 6. found 7. got 8. went 9. had 10. knew  
11. learned 12. measured 13. planned 14. put  
15. read 16. reported 17. saw 18. studied  
19. took 20. wrote

**F (p. 70)**

1. were 2. contacted 3. communicated 4. didn't agree / did not agree 5. solved 6. stopped  
7. worried 8. didn't do / did not do

**G (p. 70)**

**Great Backyard Bird Count**

I helped with the Great Backyard Bird Count (GBBC) last year. In the GBBC project, researchers ~~studied~~ **studied** the flight patterns of birds. First, I read about the project on the website. Then last February, I ~~go~~ **went** outside for 15 minutes. I saw eight different kinds of birds. I **counted** the number of each kind. I wrote the number down. Next, I went online, and I **created** an account. I clicked on the place on a map. After that, I added my list of birds. I learned a lot about the birds in my own backyard. I didn't ~~knew~~ **know** there were so many!

**H (p. 71)**

Step 1: b; Step 2: c; Step 3: d; Step 4: a

**I (p. 71)**

*Answers will vary. Possible answers:*

- 1. **Topic sentence:** The student was a volunteer on the Mosquito Mapper project.
- 2. **Supporting sentences:**
  - a. Purpose of project: Help scientists understand the dangers from mosquitoes
  - b. Step 1: Get an app to record the research.
  - c. Step 2: Find and photograph a place where mosquitoes live.
  - d. Step 3: Photograph and identify young mosquitoes.
  - e. Step 4: Remove the place where mosquitos live.
- 3. **Concluding sentence:** The student learned how to identify and remove mosquitoes.

## UNIT 5 ANSWER KEY

### CONNECT TO THE TOPIC (p. 75)

1. *Answers will vary. Possible answers:*

A food stylist makes food look good for photographs and videos. It could be an interesting job if you like food and photography.

2. *Answers will vary.*

### WATCH

B (p. 76)

Check: banana, bread, cheese, chocolate, coffee, fish, lemon, shrimp, strawberry, tomato

C (p. 76)

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

### PREPARE TO READ

A (p. 77)

1. section 2. give up 3. label 4. menu  
5. encourage 6. attract 7. order 8. instead  
9. customer 10. convince

### READ

A (p. 78)

1. are not 2. don't help 3. like

B (p. 79)

1. T 2. F 3. T 4. T

C (p. 79)

Words that don't work (crossed out): vegan, low-fat, meat-free, light, vegetarian, Find us in the vegetarian section

Words that work (circled): juicy, delicious

D (p. 80)

1. F; World Resources Institute / WRI  
2. O; delicious  
3. F; 56  
4. F; a British study  
5. F; 13

6. O; should use

7. O; should be

### PREPARE TO READ

A (p. 81)

1. g. options  
2. d. includes  
3. a. carefully  
4. f. negative  
5. i. select  
6. j. whole  
7. b. diet  
8. e. natural  
9. h. products  
10. c. fast food

### READ

A (p. 82)

*Answers may vary. Possible answers:*

1. The photo shows people making decisions about food. The article's title is *Decisions, Decisions* and is about food.  
2. Similar ideas in both readings include: veggie burgers vs. beef, meat, plant-based food, vegan / vegetarian food, people don't like to be told what to do

B (p. 83)

1. 5 2. 3 3. 2 4. 1 5. 4

C (p. 84)

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

D (p. 84)

1. companies 2. natural food 3. fast food  
4. protein 5. fish 6. labels

### WRITE

A (p. 85)

Customers should read labels before they buy a food product.

**B (p. 85)**

**Topic sentence:** Customers should read labels before they buy a food product.

**Supporting idea 1:**  
Labels have important information about nutrients.

**Supporting idea 2:**  
Labels also tell you about the kind of food in the product.

**Detail(s):** They include information such as how many grams of fat, sugar, and protein are in the food.

**Detail(s):** For example, you can look for unnatural, processed ingredients or natural ingredients, such as whole grains.

**Concluding sentence:** To sum up, I think labels give very helpful information to customers.

**C (p. 86)**

*Answer will vary. Possible answer:* Both sentences repeat the idea that reading labels is important for customers. *Customers* and *labels* are repeated in both sentences.

**D (p. 86)**

**1.** a **2.** a **3.** b

**E (p. 86)**

*Answers will vary. Possible answer:* In short, labels can help customers decide on food products.

**F (p. 87)**

**1.** must not eat **2.** could add **3.** must include  
**4.** might convince **5.** should read  
**6.** shouldn't order **7.** should tell **8.** can ask

**G (p. 87)**

**1.** should **2.** must **3.** must not **4.** can  
**5.** should, shouldn't

**I (p. 88)****The Best TV Commercials**

A successful TV commercial must make people feel good. One of the best TV commercials of all time was a Coke ad. In the 1971 ad, many young people sang a song about peace and love. It showed that people could come together and be kind. Of course, it also showed we should **to** drink Coke. In conclusion, I think every company should study **ing** great commercials if they want to sell a lot of products.

## UNIT 6 ANSWER KEY

### CONNECT TO THE TOPIC (p. 93)

1. *Answers will vary. Possible answers:* The forest is in water, and the water looks like grass.
2. *Answers will vary.*

### WATCH

**B** (p. 94)

bay, cave, island, ocean, river, rock, tunnel, valley

**C** (p. 94)

1. T 2. F 3. F 4. F 5. NG 6. T 7. T

### PREPARE TO READ

**A** (p. 95)

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

### READ

**A** (p. 96)

*Answers will vary. Correct answers:* 1, 2

**C** (p. 96)

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

**D** (p. 98)

c

**E** (p. 98)

1. Henry David Thoreau / Thoreau
2. 140
3. hospital patients / patients
4. two hours / only two hours / 2 hours / only 2 hours
5. more green space / green space
6. \$6 trillion

### PREPARE TO READ

**A** (p. 99)

1. wonderful 2. at least 3. damage 4. protect
5. region 6. history 7. list 8. tourist 9. site
10. replace

**B** (p. 99)

1. wonderful 2. region 3. at least
4. tourists 5. replacing 6. site 7. protect

### READ

**A** (p. 100)

*Answers will vary. Possible answer:* World Heritage Sites are places that are important for their culture, science, or history.

**B** (p. 100)

1, 2, 4, 6

**C** (p. 102)

1. F 2. T 3. F 4. T 5. F 6. F 7. T 8. T 9. F

### WRITE

**A** (p. 103)

The bar graph shows why Americans went to parks in 2018.

**B** (p. 104)

Overall, people went to the park to relax more than to play sports or race.

Fifty-eight percent, About half (48 percent),

About a third, about 1 in 10

**C** (p. 104)

**1. Introduction sentence:** The bar graph shows why Americans went to parks in 2018.

**2. Most important point:** Overall, people went to the park to relax more than to play sports or race.

**Detail 1:** Fifty-eight percent went to the park to get together with family and friends.

**Detail 2:** About half (48 percent) relaxed at the pool.

**Detail 3:** Many visited a park to walk or hike on trails.

**Detail 4:** About a third went to community events.

**Detail 5:** Only about 1 in 10 played team sports or ran in races in the park.

**3. Concluding sentence:** In conclusion, more Americans went to the park to be with people and relax than to compete.

**D** (p. 105)

- 1.** More than half **2.** One-fifth **3.** About 1 in 10  
**4.** a small number

**E** (p. 106)

- 1.** to do **2.** to go **3.** Hiking **4.** to visit **5.** to see  
**6.** Shopping

**G** (p. 106)

### **Visiting Parks in Canada**

The table shows the results of research about Parks Canada visitors in 2017. Visitors enjoyed ~~to be~~ **being** outdoors most of all. ~~Experience~~ **Experiencing** nature was the main attraction for about half the visitors (52%). For some (16%),

climbing and ~~to hike~~ **hiking** were the most enjoyable parts. About the same number of people visited the park because of the lakes, rivers, or other places with water. Seeing animals ~~were~~ **was** important to a smaller number of visitors (7%). This graph shows most visitors want to go to parks ~~experiencing~~ **to experience** nature.

**H** (p. 107)

Most important point: Norwegians enjoy many outdoor activities, but the most popular is walking.

Most important point: Students in Ghana mainly visit nature sites to enjoy nature (to look important to others is a close second).

## UNIT 7 ANSWER KEY

### CONNECT TO THE TOPIC (p. 111)

1. *Answers will vary.*
2. *Answers will vary. Possible answers:* Success means you can do something you want to do, and *failure* means you can't. You might learn more when you succeed because you know what to do to succeed again the next time. You might learn more when you fail because you can learn from your mistakes.

### WATCH

#### A (p. 112)

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

#### B (p. 112)

*Answers will vary. Possible answers:*

1. To face challenges means to confront or deal with difficult situations.
2. The people in the photo are women, which can be a barrier, especially in science. There might be barriers in the environment where they work.

#### C (p. 112)

1. T
2. F; She studies lions in Zimbabwe.
3. F; Her advice is to push through / keep going.

### PREPARE TO READ

#### A (p. 113)

1. pleasant 2. prepare 3. even 4. finally
5. recent 6. pay attention 7. motivated
8. feelings 9. depends on 10. amount

### READ

#### A (p. 114)

1. c
2. *Answers will vary. Possible answers:* They could fail by not completing the course, or by not completing it before the rain starts and having to quit. They could succeed by completing the course before the rain starts.

#### B (p. 115)

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

#### D (p. 116)

1. improve 2. small 3. feelings 4. responsibility
5. essay 6. plan

### PREPARE TO READ

#### A (p. 117)

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

#### Reflect (p. 117)

1. Job skills / education; How you act / think / feel; Appearance; Communication skills
2. How you act / think / feel is the most important factor.
3. *Answers will vary. Possible answers:* when your interview happens (first vs. last interview of the day; time of day; day of week), what time you arrive for the interview (late or too early), saying something bad about an old boss / workplace, looking at your phone during the interview, eating or drinking during the interview, etc.

### READ

#### A (p. 118)

1. Two. One person is writing to ask for advice. One person (the career coach) is writing to give information and advice.
2. *Answers will vary.*

#### B (p. 118)

*Answers will vary. Possible answers:*

1. I need your advice., I feel terrible., I need help, What am I doing wrong?
2. I really don't like this, show the problem

#### C (p. 118)

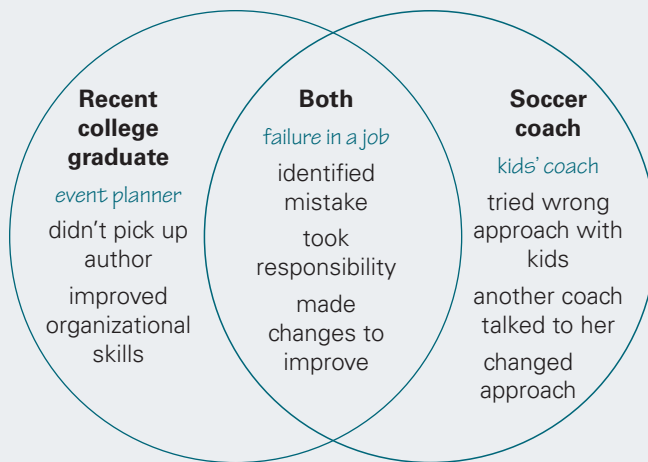
- a. 3 b. 5 c. 4 d. 1 e. 2

#### D (p. 120)

1. NG 2. T 3. T 4. F 5. T 6. F 7. T 8. NG 9. F 10. T

## Reflect (p. 120)

Answers will vary. Possible answers:



In a good interview response, the person identifies a mistake, takes responsibility for it, and shows how she / he learned from it.

## WRITE

### A (p. 121)

Topic sentence: One of my early failures taught me an important lesson about asking for help.

### B (p. 121)

1. Background information (2 sentences): In my science class, everyone had to give an important presentation. Most of the final grade for the class depended on the presentation.
2. Story of the failure (7 sentences): For the assignment, the teacher told us to include graphic information. There were a few things I didn't understand about the assignment. Unfortunately, as I prepared, I didn't ask any questions. I also didn't ask for help. In the end, I didn't include the right kind of data, or use graphs. The presentation was terrible. I almost failed the class.
3. Lesson learned (2 sentences): Since then, I have changed the way I prepare. Now, I ask questions when I don't understand something, and I also ask for help when I need it.
4. Concluding sentence: It was a hard lesson to learn, but now I am a better student.

### C (p. 122)

Underlined answers will vary.

## Try, Try Again

One of my greatest childhood successes started out as a failure. I joined the track team in school. I liked running. <sup>1</sup>**Also**, I wanted more exercise. I wasn't tall like most short-distance runners, so the coach put me in longer races. <sup>2</sup>**However**, I wanted to run in the shorter, faster races. I thought the 100-meter race was very exciting. My coach finally put me in a 100m event. I came in last. It was a terrible performance. What did I do? I began to run every day, both short and long distances. <sup>3</sup>**In addition**, I exercised to improve my strength. <sup>4</sup>**For instance**, I jumped onto a high box every day. I became much stronger. I also became much faster. <sup>5</sup>**Finally**, after weeks of work, my coach put me in another short race, and I won! I learned something important. If you want something very much and you work very hard, you can achieve your goals.

### D (p. 123)

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

### E (p. 124)

1. has experienced
2. has played / 's played
3. have had
4. has owned
5. has had
6. has not stopped / hasn't stopped
7. have missed / 've missed
8. have lost / 've lost
9. have been / 've been
10. have failed / 've failed

### G (p. 125)

#### The Hardest Challenge

One of the hardest challenges I have faced is moving to another country. I have always ~~be~~ **been** close to my family and friends. My parents have helped me in many ways. They've ~~encourage~~ **encouraged** me. My friends have always been there for me also. Living far away from them was very difficult, and I felt very alone. Since my move, I ~~try~~ **have tried** to stay in contact with family and friends as much as possible. We communicate by text and video chat. It ~~not has~~ **has not / hasn't** been easy, but I've grown stronger because of this challenge.

## UNIT 8 ANSWER KEY

### CONNECT TO THE TOPIC (p. 129)

*Answers will vary. Possible answers:*

1. People make video diaries to describe what happens in their lives and how they feel.
2. Now we can see who we're communicating with. For example, we couldn't see people on the telephone, but we *can* see people on a video. It's quicker to communicate using the Internet, too. For example, writing letters was very slow, but with social media, it's very fast—it's in "real time."

### WATCH

**B** (p. 130)

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

**C** (p. 130)

*Answers will vary. Possible answers:*

People are walking down the street, wearing coats and hoods. A woman is waiting at the bus stop. There is some traffic waiting at a light. Some cars and a bus are driving past. A car beeps its horn. Two men are talking to each other. One man greets a woman. A man wearing a diving helmet and carrying a giant squid toy walks by.

**D** (p. 130)

No, the text messages do not always use correct capitalization, punctuation, and grammar.

*Answers for the notes will vary. Possible answers:*

Me too; Any requests?; Please get a pizza with pineapple; sorry; he just finished teething.; He still drinking apple juice?; Anybody bringing dessert?; We've got dessert covered

### PREPARE TO READ

**A** (p. 131)

1. sort 2. purposes 3. generation 4. probably 5. shout 6. technology 7. generally 8. informal 9. comments 10. required

### READ

**A** (p. 132)

*Answers will vary as to what each person is saying.*

The writers communicate by using all lowercase letters, repeated letters, all capital letters, many exclamation points, and no end punctuation. The first message is very casual, the second is perhaps upset or bored, the third might be angry, and the last one is excited.

**B** (p. 133)

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

**C** (p. 134)

1. letters, spaces, punctuation, and emoji
2. Teenagers (especially girls and young people in cities)
3. a new word
4. People

**D** (p. 134)

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

**Reflect** (p. 134)

*Answers will vary. Possible answer:* I don't believe it. / I DON'T BELIEVE IT / I don't believe itttt!!!!

### PREPARE TO READ

**A** (p. 135)

1. polite 2. text messages 3. distance 4. immediately 5. reply 6. suggestion 7. interrupt 8. enough 9. choice 10. still

### READ

**B** (p. 137)

- 1, 3, 4, 7

**C** (p. 138)

- a. 4 b. 3 c. 3 d. 2 e. 4 f. 2 g. 4

**D** (p. 138)

1. Texting 2. People

### WRITE

**A** (p. 139)

EFL 103, Section 2—Project Topic



**B (p. 140)**

**1. Subject:** EFL 103, Section 2—Project Topic

**2. Greeting:** Dear Dr. Sharma,

**3. Body:**

- a. Identify self: This is Halima Jones from your EFL 103, Section 2 class.
- b. Give background information: I'm working on the project for next week, and I have some questions.
- c. State purpose / Ask a question: I'm going to be at school tomorrow. Will you be available to meet sometime in the afternoon?

**4. Concluding sentence(s):** Thank you for your time. I look forward to hearing from you.

**5. Closing:** Best regards,

**C (p. 140)**

- 1. 'm emailing / am emailing 2. are trying 3. 're not listening / aren't listening / are not listening
- 4. 'm preparing / am preparing 5. 're not muting / aren't muting / are not muting 6. 's planning / is planning

**D (p. 141)**

- 1. are going to miss
- 2. 'm going to reply / am going to reply

- 3. 're not going to use / aren't going to use / are not going to use
- 4. 's not going to assign / isn't going to assign / is not going to assign
- 5. 're going to study / are going to study
- 6. 'll join / will join
- 7. won't start / will not start
- 8. 'll need / will need
- 9. will change
- 10. will provide

**E (p. 142)**

- 1. reading 2. to give 3. won't 4. are 5. be

**G (p. 142)**

~~Hey~~ **Dear** Professor Tsao,

I'm in Eng 203. I'm **studying** for the final test, and I have some questions. Will we ~~having~~ **have** to write a paragraph on the final?

Also, I **am / 'm** going to Peru next week. I will not ~~to~~ be here on Friday for the final. Is it possible to take the test early?

~~CUL8R~~ **Best regards / Sincerely,**  
Tomas Milan