

Answer key

Unit 1

1a (pages 4 and 5)

1
purple

2

1 F 2 F 3 T 4 T 5 F

3

1 spend 2 seems ... like 3 belong 4 possess
5 feel 6 need 7 are disappearing 8 move 9 is getting
10 are speculating

4

1 natural 2 common 3 minority 4 the cold 5 smaller

5

1 use 2 contain 3 come 4 are now reporting
5 is increasing 6 know 7 cause 8 don't understand
9 is becoming

6

1 Do (you) like ... Does (it) look. 2 'm/ am looking
3 does (this bag) belong. 4 does (it) taste.
5 Are (you) thinking. 6 suppose

7

1 He goes out with friends at weekends. or At weekends, he goes out with friends.
2 He's / He is spending time with his family today. or Today he's / he is spending time with his family.
3 He's / He is making lunch at the moment. or At the moment, he's / he is making lunch.
4 He usually makes lunch.
5 He does housework every day. or Every day he does housework.
6 He never does DIY.

1b (pages 6 and 7)

1

1 No.

2 Two or more of their senses get mixed up.

3 Yes. It's a bit too much sometimes.

4 Mark's synesthesia means that he tastes words.
Kandinsky's synesthesia mixed colour, hearing, touch and smell.

5 Seeing words in colour.

6 Our brains.

2

1 taste 2 hears 3 hearing 4 touch 5 smell

3

1 Where does Mark come from?
Canada.

2 Who else in his family has the same condition?
His sister.

3 What's / What is the name of his condition?
Synesthesia.

4 Which sense gives Mark problems?
Taste.

5 What is Stevie Wonder famous for?
He's a musician.

6 What colour does Mark's sister associate with Tuesday?
Brown.

5b

Possible answers:

1 How many brothers have you got?

2 Do you like your job?

3 Why do you always go to France?

4 Where are you from?

5 Can you speak any other languages?

6 What are your favourite stories?

6

1 luck 2 knowledge 3 power 4 mourning 5 passion

7

1 happiness 2 courage 3 love 4 wisdom 5 sadness

1c (page 8)

1

5

2

1 green 2 men 3 three 4 lead

3

1 ten per cent

2 She can't tell if the DVD player is on or off – because the buttons are red and green.

3 blue

4 red, green, blue

5 police officer, airline pilot

4

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

5

1 A: Louisa is seeing someone new.

2 B: I see. Well, thanks anyway.

3 B: You need to see a doctor.

4 A: Do you see how easy it is?

1d (page 9)

1

1 O: It's a pleasure to meet you.

2 C: Why don't I give you my card?

3 O: May I introduce myself?

4 C: Let's stay in touch.

5 C: It's been good talking to you.

6 O: I'm very pleased to meet you.

2

1 May I introduce myself?

2 It's a pleasure to meet you or I'm very pleased to meet you

3 It's been good talking to you. or let's stay in touch.

4 Why don't I give you my card?

3

1 for 2 on 3 at 4 in 5 for 6 at

4a

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

4b

1 2 4 6

5

1 Are you? 2 Is it? 3 Yes, I have. 4 Yes, I do.

5 No, I can't. 6 Are they?

1e (page 10)

1a

1 letter 2 informal 3 known 4 to give information

1b

1 About our work: b c

2 Satisfied customers: a

3 About us: d

Carnegie Learning Answer Key Chapter 1

R Bogdan



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Press Summary - Illinois Information Service Illinois Information Service,1995

Metacognition Patrick Chambres,Marie Izaute,Pierre-Jean Marescaux,2012-12-06 New Theory and Data on Metacognitive Monitoring and Control in Different Contexts and by Different Individuals Thomas O Nelson University ofMary and USA This book divided into several sections each containing several chapters is timely in reporting new theory and data that help refine what is already known about metacognition defined as people s cognitions about their own cognitions New data are reported about metacognition during learning especially judgments of learning that occur soon after studying new items not only in traditionally examined people such as college students but also in children and in Alzheimer patients Data are also reported about metacognitive monitoring during the reading of text not only in college students but also in children The above situations focus on the acquisition of new items from lists or from texts However the book also includes a chapter reporting dataaboutmetacognitionduring problem solving Besides the chapters on monitoring information in anticipation of future performance sometimes called prospective monitoring a chapter is included that offers data about the metacognitive monitoring ofthe retrieval of information from memory where the emphasis is on the accuracy of retrospective confidence judgments not only in adults but also in children This topic is ofwidespread interest both in traditional domains ofcognitive psychology and in applications to domains such as forensics where eyewitness reports are crucial tojudicial decisions The above topics pertain to aspects ofmetacognition involving the monitoringof one s own

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Reward Learning with Badges Brad Flickinger, 2022-08-30 This accessible guide shares how and why badges work and the secrets to designing great challenges that motivate students to build skills and take control of their learning As an elementary technology teacher author Brad Flickinger observed that his students had little motivation to use the devices surrounding them for anything other than gameplay and entertainment His solution was to rethink his teaching adding elements of gamification challenge based learning design thinking and other approaches to learning With this the badge system was born By incorporating badges students are motivated by using the familiar challenges of gameplay as they earn visual indicators of progress and complete challenges At the same time they are mastering skills and progressing academically Reward Learning with Badges shows how to implement a successful badging system in your classes You ll learn to think differently about motivation and achievement and prepare to embark on your own badging initiative The book includes Step by step planning advice Tips on implementation and technology Support from examples and success stories With this book you ll learn everything you need to know to start badging including how to introduce badging to students faculty and parents how to design physical and digital badges how to relate badges to standards and curricular goals and more Audience K 8 classroom teachers

Resources in Vocational Education , 1978

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