

# 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 ... I'm / am looking  
3 does (his 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 She's / She is spending time with his family today, or Today he's / she is spending time with his family.  
3 She'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 his homework every day, or Every day he does his homework.  
6 He never does DIY.

### 1b (pages 6 and 7)

1 No.

2 Two or more of their senses get mixed up.

3 Yes. It's a bit too much sensory info.

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

5 Seeing words in colour.

6 Our brains.

7 1 taste 2 hearing 3 seeing 4 touch 5 smell

8

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.

9b

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?

7 1 luck 2 knowledge 3 power 4 mourning 5 passion

8 1 happiness 2 courage 3 love 4 wisdom 5 sadness

### 1c (page 8)

1

2

3 1 green 2 men 3 three 4 head

4 1 ten percent  
2 She can't sell if the DVD player is on or off – because the buttons are red and green.

5 blue

6 red, green, blue  
7 police officer, airline pilot

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

9 1 A: Louise 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 Oh it's a pleasure to meet you.  
2 C: Why don't I give you my card?  
3 Oh, may I introduce myself?  
4 C: Let's stay in touch.  
5 C: It's been good talking to you.  
6 Oh 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 am 3 at 4 in 5 for 6 at

4 a 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 better 2 informal 3 known 4 to give information

1b

1 About our work b c  
2 Satisfied customers a  
3 About us d

# 2011 Carnegie Learning Answer Key Chapter 16

**Peipei Pang**

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*Off the Clock* Fred Bramante,Rose Colby,2012-03-14 This text for educators policymakers parents and community members provides a comprehensive approach to implementing a large scale competency based reform initiative Wherever this model is applied public education will be vastly improved more efficient and quite possibly less expensive The ultimate beneficiaries will be our nation's children Publisher description *The Oxford Handbook of Affective Computing* Rafael A. Calvo,Sidney D'Mello,Jonathan Mattheus Gratch,Arvid Kappas,2015 The Oxford Handbook of Affective Computing is the definitive reference for research in Affective Computing AC a growing multidisciplinary field encompassing computer science engineering psychology education neuroscience and many other disciplines The handbook explores how affective factors influence interactions between humans and technology how affect sensing and affect generation techniques can inform our understanding of human affect and on the design implementation and evaluation of systems that intricately involve affect at their core Suitable for use as a textbook in undergraduate or graduate courses in AC the volume is a valuable resource for students researchers and practitioners worldwide

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David Reed, 2014-10-03 *In Pursuit of Prosperity* provides a much needed exploration of the evolution of environmental sustainability in US foreign policy. Through expert analysis of nine countries and regions of strategic importance David Reed and his stellar team of experts in foreign policy and environmental affairs identify emerging threats to the prosperity and national security of the United States. They assert that US foreign policy must shift away from its 100 year old focus on obtaining energy and mineral inputs for the industrial economy. In the new millennium US foreign policy must be geared toward ensuring the prosperity of the country's trading and political partners around the globe. To the degree that our partners' economies and social stability are threatened by the natural resource scarcities and environmental change unfolding within their borders and in neighboring countries threats to US prosperity and national security increase proportionately. Directed to US foreign policy makers the intelligence and security communities and influential think tanks and research organizations the book proposes specific recommendations the US government should embrace to respond to the disruption of global supply chains social instability in partner countries disruptive impacts on regional relations and expansion of illegal trade and criminal networks. This unique focus establishes *In Pursuit of Prosperity* as a seminal work in understanding the challenges facing the United States in this period of global environmental change.

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Jacy Ippolito, Joshua Fahey, Lawrence, Colleen Zaller, 2013 *Adolescent Literacy in the Era of the Common Core* provides school leaders teachers and others with strategies and best practices for advancing adolescent literacy in the classroom. Exceptionally clear and accessible the book addresses a full range of topics in this vitally important field including

disciplinary literacy vocabulary instruction classroom discussion motivation and engagement related to digital literacy the use of multiple texts and writing to learn This book presents usable knowledge of the highest order and of immediate value to school leaders and teachers It will be required reading for all educators concerned with promoting and furthering adolescent literacy today This volume is packed with new and useful ideas for educators working to promote adolescent literacy Six essential and critical domains are discussed providing instructional examples and frameworks for classroom use This is the right book at the right time describing instruction aligned with the Common Core State Standards Rita M Bean professor emerita University of Pittsburgh A must read for middle and high school content teachers instructional literacy coaches and administrators This book quickly brings newcomers up to date and both affirms and builds upon what others already know Teachers and administrators alike will leave the book fully prepared for implementation of the Common Core State Standards and new technologies This is a resource that won't just sit on a shelf Nancy L Shanklin literacy language and culturally responsive teaching program School of Education and Human Development University of Colorado Denver The editors present research and practice that address six essential domains of adolescent literacy instruction Readers will find instructional strategies that they can do now as well as guiding principles for ongoing professional development Pamela A Mason director Language and Literacy Program and Jeanne Chall Reading Lab Harvard Graduate School of Education Jacy Ippolito is an assistant professor in the School of Education at Salem State University Joshua Fahey Lawrence is an assistant professor of Language Literacy and Technology in the Department of Education at University of California Irvine Colleen Zaller has a master's degree in applied linguistics with a focus on adolescent literacy and language development among English language learners

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dialog should speak the users language use words phrases and concepts familiar to the user rather than special system terms  
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web for interface and dialogue designs one additional subsection is included a section outlining the dialogue sequence the ways a user can move from one display to

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dialogs come in two main types first type are attention seeking modal dialogs which force a user to interact with them before continuing modal see more

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web jan 1 1992 the chapter reports on work conducted in three phases in the first phase examples of implemented dialogues were analysed with regard to user needs and

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use dialogs sparingly because they are interruptive their sudden appearance forces users to stop their current task and focus on the dialog content for modal dialogs users have to deal with a in dialog action before continuing and are no longer able to access the page below sometimes this is a good thing such as see more

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for each of the following currents a i t left 3 t 6 t 3 right  $\text{ma}$   $i = 3t + 6t^3 \text{ ma}$  from  $t = 0$  to  $t = 4$   $\text{ma}$   $s = \int_0^4 i dt = \int_0^4 (3t + 6t^3) dt = 3t^2/2 + 6t^4/4 \Big|_0^4 = 3(4)^2/2 + 6(4)^4/4 = 24 + 384 = 410 \text{ ma}$   
 $40 \pi t \cos 40 \pi t$   $\mu = \text{mass} \cdot a = 4 \sin 40 \pi t$

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