

# 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.  
3 blue

4 red, green, blue  
5 police officer, airline pilot

6 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 a 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

# 20carnegie Learning Answer Key

**Arthur James Wells**

## 20carnege Learning Answer Key:

Project Based Learning for All Bob Lenz,Lisa Mireles,2025-12-04 The days of deep learning for some rote learning for most are over Project based learning PBL is a powerful educational approach that empowers students to Engage with authentic content Co construct knowledge Work to solve real world problems Develop lifelong learning skills Access to these foundational components of deeper learning benefits all students but especially those marginalized by traditional teaching practices In Project Based Learning for All A Leader s Guide Bob Lenz and Lisa Mireles argue that PBL is both the strongest pedagogical pathway to deeper learning and a valuable tool for disrupting systemic oppression promoting educational equity and improving educational outcomes across the board After presenting detailed frameworks and research evidence to support the use of PBL in schools Lenz and Mireles offer a road map for implementing it school or districtwide Illustrated by case studies of deeper learning in action the book takes leaders step by step through the process of crafting a vision for widespread PBL developing a supportive culture for its adoption designing the infrastructure to make it possible and building capacity in teachers and staff to effectively lead and assess PBL with students of all ages The steps are augmented by reflection prompts rubrics templates and action plans that will help you navigate the process from start to finish Project Based Learning for All is for leaders who aspire to present all students regardless of background with opportunities for deeper learning Expand your students world connections and vision for the future by committing to PBL This book is a copublication of ASCD and PBLWorks

**AI in the Classroom** Ross Smith,Mayte Cubino,Emily McKeon,2025-10-16

**DESCRIPTION** For thousands of years education has been shaped by technology from clay tablets and hornbooks to the printing press and now to digital learning platforms and remote education systems As artificial intelligence becomes more embedded in our daily lives its role in education continues to explode AI tools offer personalized instruction streamlined administrative tasks and enhanced student engagement creating a learning environment tailored to individual needs This book offers a guide to AI understanding and implementation in the classroom and how it makes personalized learning practical scalable and achievable for all Readers will understand how the advances in technology over time have led to improvements in education and how AI can enhance a personalized learning experience The authors go in depth to find the latest research to explore the implementation of AI strategies and technology in the classroom along with the critical and increasingly important focus on security privacy and ethical concerns By the end of this book the reader will have a robust understanding of AI and how it can help implement facilitate and augment personalized instruction strategies and techniques to support student learning and growth The future of education is here and it is intelligent adaptive and inspiring **WHAT YOU WILL LEARN** Leverage AI to personalize learning Prepare students for an AI integrated world Define a path for educators to navigate their professional development Clarify how this technology will influence administrators Gain insights into the ethical considerations of AI use How to communicate the benefits of AI to parents Enhance student engagement What to look

out for to ensure student privacy WHO THIS BOOK IS FOR Written for educators administrators advanced students parents and policymakers looking to embrace the future of education This book will empower educators and administrators to build an innovative and inclusive educational environment with the assistance of AI Parents will benefit through deepening their understanding of AI and how it guides students toward success TABLE OF CONTENTS 1 AI and Personalized Learning 2 History of Technology in the Classroom 3 AI driven Assessment and Feedback Tools 4 Successful AI Implementations 5 Addressing Parental Concerns 6 AI for Diverse Learning Needs 7 Preparing for an AI driven Workforce 8 AI enhanced Professional Development for Educators 9 AI in Supporting Social emotional Learning 10 Data Security and Ethical Considerations in AI 11 Future of AI in the Classroom     *The Great School Rethink* Frederick M. Hess,2023-06-13 An invigorating examination of the potential for meaningful change in education from one of the nation's most astute observers of schooling and school improvement In The Great School Rethink education policy sentinel Frederick M Hess offers a pithy and perceptive appraisal of American schooling and finds in the uncertain period following pandemic disruption an ideal moment to reimagine US education Now is the time he asserts to ask hard questions about how schools use time and talent how they work with parents what they do with digital tools and how they meet the needs of their communities As Hess explains to rethink is to acknowledge the realities of the education system while opening one's mind to possibility With characteristic verve and wit Hess guides readers through his rethink process a versatile and easily implemented approach to identifying issues and brainstorming possible responses He encourages readers to explore what improvements might alleviate current pressures and frustrations such as teacher shortages and burnout declining student performance and compromised learning time Whether their goal is to achieve better student engagement increase parent involvement or implement personalized learning readers will develop the mindset to ask the right questions to fully understand the problem that's being solved and to evaluate the probable effectiveness of proposed solutions Brimming with challenging questions robust exercises and eye opening data this book is a must read for education professionals parent advocates and anyone passionate about the future of American education     *Embedding Current Trends and Innovative Pedagogies in Education in Oral Health: Advancing Educational Practices and Research* Melanie Nasseripour, Ana Angelova Volponi,Jonathan San Diego,Angelo Leone, Bo Danielsen,2025-03-03 In recent years oral health educational research has gained momentum and recognition with attention drawn toward its effectiveness Pedagogy and research in pedagogy is no longer limited to pure educationalist but has reached all branches of higher education and in particular health and oral health faculties Teaching and research in teaching is recognized in academic career pathways with curriculum development design informed by research Professionalism ethics management and leadership communication social behavior sciences psychology and clinical humanities are taking up more and more shares of new oral health curricula to answer the demands of current dental care practice and oral health team members The COVID 19 pandemic accelerated adoption of technology to maintain oral health

education while lockdown hindered face to face teaching and patient care. This in turn required analysis and research in social and digital media, artificial intelligence, haptics and computer assisted learning, virtual and augmented reality as applied to dental education. Considering this new landscape in oral health education, assessment and assessment strategies have had to evolve and meet new challenges. Assessment for learning and of learning have been designed to ensure graduation of safe beginners. The emphasis is on professional identity formation and acquiring lifelong learning skills revolving around feedback, reflection and reflective practice. The impact on student and staff welfare and wellbeing has been evident and has required research into management and prevention. Oral health education has been changed forever and with it the profile of our graduates but also the academics and clinical academics who teach them. It is therefore essential to explore this exciting and growing field in a dedicated Research Topic. We are calling for original research papers which will look to shine light on current trends as well as innovations developing in the field of education research as applied to oral health professions.

**The Adoption of Artificial Intelligence and Inertia in Higher Education** James Hutson, 2025-10-01. This research monograph explores the complex resistance to integrating Artificial Intelligence (AI) within higher education institutions. Despite the significant potential of AI to enhance education, faculty adoption remains inconsistent and is often met with skepticism. This book investigates key factors contributing to this resistance, such as leadership deficits, funding barriers, cultural inertia, and faculty attitudes toward technological change. Drawing on qualitative and quantitative empirical data, case studies from US and international institutions, and theoretical analysis, the book uncovers underlying concerns about job security and professional identity. It points to actionable strategies for overcoming these barriers and will be relevant for scholars, researchers, advanced students, and educators grappling with issues navigating technological integration in academia and with interests in the sociology of education, educational technology, and higher education administration.

*Proceedings [of The] Education-industry Conference ... October 20-21, 1944* Flint, Michigan. General Motors Institute, 1944

Diversity, Equity, Inclusion and Teaching Kulwinder Maude, Lucy Davies, 2025-01-08. It has never been more important for trainee teachers to understand diversity, equity, and inclusion from a teaching perspective. This text provides an up-to-date, grounded, and full understanding of the injustices and inequalities that impact our classrooms. It challenges trainees to rethink their own assumptions and biases and to take time to explore how schools and teachers can be active agents of positive change. It empowers new teachers to be confident in their allyship of marginalised groups and disadvantaged children. Through practical advice and support, this book enables teachers to bring diversity, equity, and inclusion into the classroom.

**Dream Street** Sam Stephenson, 2023-06-27. Originally published by W W Norton Company Inc 2001 with the participation of the Collection and W Eugene Smith Archive at the Center for Creative Photography, The University of Arizona.

**Artificial Intelligence Abstracts**, 1990

*Advances in Knowledge Discovery and Data Mining* Qiang Yang, Zhi-Hua Zhou, Zhiguo Gong, Min-Ling Zhang, Sheng-Jun Huang, 2019-04-03. The three volume set

LNAI 11439 11440 and 11441 constitutes the thoroughly refereed proceedings of the 23rd Pacific Asia Conference on Knowledge Discovery and Data Mining PAKDD 2019 held in Macau China in April 2019 The 137 full papers presented were carefully reviewed and selected from 542 submissions The papers present new ideas original research results and practical development experiences from all KDD related areas including data mining data warehousing machine learning artificial intelligence databases statistics knowledge engineering visualization decision making systems and the emerging applications They are organized in the following topical sections classification and supervised learning text and opinion mining spatio temporal and stream data mining factor and tensor analysis healthcare bioinformatics and related topics clustering and anomaly detection deep learning models and applications sequential pattern mining weakly supervised learning recommender system social network and graph mining data pre processing and featureselection representation learning and embedding mining unstructured and semi structured data behavioral data mining visual data mining and knowledge graph and interpretable data mining    The Principal's Guide to School Budgeting Richard D. Sorenson,Lloyd M.

Goldsmith,2024-04-18 Align your school budget with your vision for student achievement Since 2006 The Principal s Guide to School Budgeting has been a best seller supporting thousands of principals in navigating the complex process of school budgeting This fourth edition hones in on the message that a school budget should be a reflection of the school s vision for student growth an open culture and a positive school climate This edition offers new information on how national and state reform and political practices affect school allocations and emphasizes the need for appropriate budget visioning planning analysis and needs assessment Covering the budgeting process effective budgeting practices accounting and auditing procedures and building the school budget within a collaborative decision making context this comprehensive guide includes In chapter vignettes and discussion questions Case study applications and experiential exercises A budget development project New discussion of technology s impact on budgetary practices phishing scams and fundraising The Principal s Guide to School Budgeting is an essential resource for practicing and aspiring school administrators who want to master their accounting and auditing procedures By effectively managing the school budgeting process principals can contribute to improved student achievement and strengthen connections with the school community    The Cumulative Book Index ,1922

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