

# 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 synaesthesia means that he tastes words.

5 Candinsky's synaesthesia mixed colour, hearing, touch and smell.

6 Seeing words in colour.

6 Our brains.

2

1 taste 2 hear 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?

Synaesthesia.

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?

Green.

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 officers, airline pilots

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 C: It's a pleasure to meet you.

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

3 C: May I introduce myself?

4 C: Let's stay in touch.

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

6 C: 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 knows 4 to give information

1b

1 About our work: b c

2 Satisfied customers: a

3 About us: d

# Carnegie Learning Lesson 13 Answer Key

**D Siedentop**



## **Carnegie Learning Lesson 13 Answer Key:**

*Resources in Education*, 1996      [Community Engagement and the COVID-19 Pandemic](#) Tawnya Azar, 2025-06-24

Community engaged CE teaching is not a new concept. However, in the past several years, it has gained increased emphasis, as is evident by the changes to institution mission statements and the allocation of institution resources to support faculty development in CE teaching, as well as to support CE coursework and research. The arrival of the COVID-19 pandemic forced many faculty members to pivot to an all-online instruction model, impacting community engaged teaching and research in both predictable and unexpected ways. Community partners facing similar struggles to serve their communities with restrictions on face-to-face interaction were often too overwhelmed to work with higher education volunteers. Legally, universities could not ask students to risk their health with face-to-face community engagement. In fact, the number of CE courses decreased dramatically in 2020 and 2021 due to the unique challenges posed by the pandemic. At the same time, the pandemic presented some CE faculty with new opportunities for community engagement. Some responded swiftly to the immediate needs of the local, regional, or national community with which they worked, taking advantage of the affordances of digital technology or capitalizing on the issues that the pandemic itself created or exacerbated. This collection captures the incredible work of pivoting and innovating in community engaged teaching. With a primary focus on community engaged teaching in higher education, this collection explores how faculty, students, and community partners navigated their work during the COVID-19 pandemic. Additionally, it raises important questions about how we might stay engaged with community during a crisis.

*The Education Index*, 1982      **The Adoption of Artificial Intelligence and Inertia in Higher Education** James Hutson, 2025-10-01

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**Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1977      *Especially for Teachers*, 1982      [Engineering World](#), 1924      *The World's Chronicle* Eleanor Atkinson, Francis B. Atkinson, Lewis A. Convis, 1903      *Threats* Adam Shostack, 2023-01-18

Secure your applications with help from your favorite Jedi masters. In *Threats: What Every Engineer Should Learn From Star Wars*, accomplished security expert and educator Adam Shostack delivers an easy-to-read and engaging discussion of security threats and how to develop

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