

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 (his/ her) 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.
5 Candinsky's synesthesia mixed colour, hearing, touch and smell.
6 Seeing words in colour.
7 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?
Synesthesia.
4 Which sense gives Mark problems?
Taste.
5 What is Steve 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 head

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: 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 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

Answer Key For Think Through

Zrinka Stahuljak



Answer Key For Think Through:

Thinking Through Methods John Levi Martin, 2017-02-08 Sociological research is hard enough already you don't need to make it even harder by smashing about like a bull in a china shop not knowing what you're doing or where you're heading Or so says John Levi Martin in this witty insightful and desperately needed primer on how to practice rigorous social science Thinking Through Methods focuses on the practical decisions that you will need to make as a researcher where the data you are working with comes from and how that data relates to all the possible data you could have gathered This is a user's guide to sociological research designed to be used at both the undergraduate and graduate level Rather than offer mechanical rules and applications Martin chooses instead to team up with the reader to think through and with methods He acknowledges that we are human beings and thus prone to the same cognitive limitations and distortions found in subjects and proposes ways to compensate for these limitations Martin also forcefully argues for principled symmetry contending that bad ethics makes for bad research and vice versa Thinking Through Methods is a landmark work one that students will turn to again and again throughout the course of their sociological research

Improving Writing and Thinking Through Assessment Teresa L. Flateby, 2010-06-01 Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students writing and thinking The book offers useful guidance through presentation of recommended assessment guidelines and measurement principles in Part 1 and applications from a variety of contributors in Part 2 It addresses a wide range of audiences including instructors who want to assess and thus foster writing and thinking in their courses administrators and instructors planning to assess writing and thinking at the program or institutional level and graduate students interested in improving students writing and critical thinking This book is more guide than a cookbook By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking the book should be helpful for academic and Student Affairs administrators and faculty as the principles apply equally to all engaged in assessment Contributors representing a wide range of educators illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels Readers will see how different types of institutions both private and public as well as undergraduate and graduate have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs They candidly describe challenges encountered and solutions they adopted or suggest These chapters reflect approaches and perspectives from various discourse communities including writing program administrators composition faculty assessment professionals and individual faculty representing several disciplines The author argues the urgent need to develop strong writers and thinkers She discusses challenges and obstacles but underscores the necessity for more faculty involvement and institutional commitment This book will help institutions and individual faculty design and implement sound meaningful assessment strategies to foster

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Going Deeper with New Testament Greek Workbook John J. R. Lee, W. Tyler Sykora, 2025-01-15 *Going Deeper with New Testament Greek Workbook* by John J. R. Lee and Tyler Sykora guides readers through a careful study of the Greek text of the Gospel of Mark's journey narrative 8:22-10:52.

Thinking Through Film Damian Cox, Michael Levine, 2011-09-26 *THINKING THROUGH FILM* *Thinking Through Film* provides the best introduction available to the diverse relationships between film and philosophy. Clearly written and persuasively argued, it will benefit students of both film and philosophy. Thomas E. Wartenberg, Mount Holyoke College, author of *Thinking on Screen: Film as Philosophy*. Cox and Levine's admirable *Thinking Through Film* picks up where *Philosophy Goes to the Movies* left off, arguing that films not only do philosophy but in some cases do it better than philosophers. The result is a rich and rewarding examination of films from metaphysical thought experiments, personal identity puzzles to reflections on the meaning of life that shows in bracing, no-nonsense fashion how popular cinema can do serious philosophy. Robert Sinnerbrink, Macquarie University. *Thinking Through Film: Doing Philosophy Watching Movies* examines a broad range of philosophical issues through film as well as issues about the nature of film itself. Using film as a means of philosophizing, it combines the experience of viewing films with the exploration of fundamental philosophical issues. It offers readers the opportunity to learn about philosophy and film together in an engaging way and raises philosophical questions about films and the experience of films. Film is an extremely valuable way of exploring and discussing topics in philosophy. Readers are introduced to a broad range of philosophical issues through film as well as to issues about the nature of film itself, a blend missing in most recent books on philosophy and film. Cox and Levine bring a critical eye to philosophical film discussions throughout.

Thinking Through the Curriculum Robert Burden, Marion Williams, 2002-01-04 This book tackles the contentious issue of whether and how thinking should be taught in schools. It explores how best to help children become effective thinkers and learners. The book also examines whether there is one set of underlying cognitive skills and strategies which can be applied across all the curriculum subjects and beyond. Its main thrust, however, is a detailed examination of approaches to developing cognitive skills which are specific to the National Curriculum. The book provides chapters from both generalists and subject specialists to illustrate how teachers in different subject areas can benefit from taking a cognitive approach to their subject. It will give teachers a clear understanding of different approaches to teaching thinking and how these fit together.

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Thinking and Learning Skills Grant Westoby, 2004 A series of photocopiable activity files that provide opportunities to help develop active learning and critical thinking skills

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□□□□□□□□+□□ □□□□□ LiveABC□□□, 2019-07-18 Q1 I set my alarm to _____ at 6 45 a m A go off B go for C go with Q2 Simon always tried to _____ his monthly budget A keep down B keep off C keep to Q3 Sally and Jane really _____ their father A take off B take after C take on Q1 A Q2 C Q3 B Section 1 prepositions the key of the door the key to the door to I'll pay the bill It's my treat It's on me Section 2 Section 2 go get keep phrasal verb pick up sleep on it Let me sleep on it

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